

School District Organization . . .

Citizen Cooperation . . . Bringing up the

reserves . . . California Education Clubs . . .

Discipline . . . Operation Mosquito . . .

What About Evaluation?

CTA *Journal*

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CALIFORNIA TEACHERS ASSOCIATION

NOVEMBER, 1954

Football Frustration

Not a grin on the bench . . . and the scoreboard gives ample reason for the unanimous dejection of the football players.

Les Landin's design for our cover this month strikes a timely theme . . . but we hope not a universal one! Some of the hundreds of California high school teams battling for glory and dear ol' alma mater will win. After all, it is good to remember that the bench-warmer expression on the other side of the field will be somewhat less tragic.

We preach no sermon and draw no moral with our illustration. Let us say, in passing, that we simply recognize and salute the dominant spirit of the moment. And trust that, in encouraging interscholastic football, we teach mental alertness, physical fitness, and the competitive spirit typical of our American tradition.

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CALENDAR *of coming events*

November 4—Los Angeles County South Field Conference; Bellflower.

November 4-6—California Council on Teacher Education; Yosemite.

November 5—CTA Southern Section; board meeting; Los Angeles.

November 5-6—CTA Sixth Annual State Conference on Educational Research; San Jose.

November 6—CESAA; Southern Section Meeting; La Mesa.

November 6—Youth Activities Affiliated Groups; San Francisco.

November 6—CTA Central Coast Section; council meeting; Fresno.

November 6-10—Conference on the Direction and Improvement of Instruction and on Child Welfare; San Jose.

November 6-10—California School Supervisors Association; San Jose.

November 7-13—AMERICAN EDUCATION WEEK; 34th annual observance.

November 10-11—California Congress of Parents and Teachers; Board of Managers Meeting; Los Angeles.

November 10-11—Joint Conference NEA Defense Commission and CTA—"Education in a Dangerous Era"; San Francisco.

November 11—VETERANS DAY.

November 11-12—Western College Association; Fall Meeting; Berkeley.

November 11-13—NEA Department of Elementary School Principals; Leadership Conference; Colorado Springs, Colorado.

November 12-13—CESAA, Central Review Board; Meeting of Co-operative Research Project; San Francisco.

November 12-13—California Conference on Physicians and Schools, sponsored by California Medical Association in cooperation with California Departments of Health and Education; Fresno.

November 12-14—CTA Central Section; Leadership Training Conference; Asilomar.

November 13—CTA Bay Section; Council Meeting; Berkeley.

November 13—CTA Classroom Teachers Department, Central Section; Executive Board Meeting; Asilomar.

November 13—CTA Central Coast Section; Council Meeting; Salinas.

November 13—California Elementary School Science Association; Northern Council Meeting; San Francisco State College.

November 13—California Association for Aural Education; Stockton.

November 13—Northern California Continuation Administrators Meeting; San Francisco.

November 13—California Educational Research and Guidance Association; Southern Section Meeting; Los Angeles.

November 16—Ventura County Field Conference; Ventura.

November 18—San Bernardino County Field Conference; San Bernardino.

November 18-20—California Associ-

ation of Adult Education Administrators; Fall Conference; Bakersfield.

November 19—CTA Bay Section; Executive Committee Meeting; San Francisco.

November 19-20—California Council for Adult Education; State Meeting; Bakersfield.

November 19-21—Pacific Arts Association, Northern California Section; Fall Art Education Conference; Asilomar.

November 20-21—School Library Association of California; Annual Meeting; Fresno.

November 25—THANKSGIVING DAY.

November 25-27—National Council for the Social Studies, NEA; Annual Meeting; Indianapolis, Indiana.

November 26-27—NEA Department of Classroom Teachers; 9th Joint Committee Conference; Washington, D.C.

December 2—NEA Relations Commission; Los Angeles.

December 3—CTA Southern Section; Board Meeting; Los Angeles.

December 3-4—CTA State Council Meeting; Committee Meetings; Ambassador Hotel, Los Angeles.

December 3-4—CTA North Coast Section; Board Meeting; Ambassador Hotel, Los Angeles.

December 3-7—American Vocational Association; Annual Meeting; San Francisco.

December 4-5—California Business Education Association; Executive Board Meeting; San Francisco.

December 7—California Conservation Council; Annual Meeting; Berkeley.

December 8—Imperial County Field Conference; El Centro.

December 8—California Association of School Administrators; Section Chairmen Meeting; Los Angeles.

December 8—CASA; Board of Governors Meeting; Los Angeles.

December 9—CASA; Administrative Policies Commission Meeting; Los Angeles.

December 11—CTA Central Section; Advisory Meetings; Fresno.

December 11—CTA Board of Directors Meeting; San Francisco.

December 27-29—National Council of Teachers of Mathematics; NEA; 15th Christmas Meeting; St. Louis.

December 27-29—NEA National Science Teachers Association and American Association for the Advancement of Science; Annual Meeting; Berkeley.



It's been a terribly dirty campaign...



Arthur F. Corey
CTA Executive Secretary

Professional Prestige Must Be Earned*

THE by-laws of the California Teachers Association, adopted many years ago, begin by saying that the purpose of the Association is to achieve for teaching its true place among the professions. The social significance of teaching in a free country will permit us to be satisfied with nothing less than a social and economic climate which clearly recognizes teaching as "the" pre-eminent profession. The profession which is recognized as significant and important, and to which, because of its prestige, entrance is eagerly sought, will be a stable profession. There is no other way—no short cut.

To the teaching profession, the most devastating canard ever invented is the oft-repeated assertion: "He who can, does; he who can't, teaches." The total program of professional association activity should be directed toward the end that those who can teach, will teach, and those who can't teach will be our lawyers, our doctors and our businessmen. Social and economic attitudes must be so re-organized that our finest and most capable young people will say first, "May I be a teacher? Am I capable and fit to teach the young? If I am, then of course I wish to teach. If I am not, then I must be satisfied with less." It is axiomatic that no profession can become pre-eminent while it must continually beg for members to fill its depleted ranks.

**Brief extract from speech made at Albany conference of National Commission on Teacher Education and Professional Standards. Complete speech, "The Program of the California Teachers Association," was published in conference report entitled "Competent Teachers for America's Schools." Copies of functional chart "Professional Machinery Designed to Achieve Professional Ends" is available from CTA headquarters.*

Professional prestige cannot be bought, stolen, or legislated. In truth, it must be earned through the quality of service rendered by the members of the group. In the long run, the function of the professional association of teachers is to help its members render better service, and thus enhance the prestige of the profession. It is obvious that, except in critical or unusual cases, the program of the large professional association cannot deal personally with each individual member. What, then, is the method by which the organized profession may achieve its goals? In brief, and dogmatically stated, the development and maintenance of adequate standards in the various identifiable aspects of teacher service, is the means whereby progress can most rapidly be made toward the establishment of teaching as a stabilized pre-eminent profession.

California Teachers Association, seeking to contribute to the stabilization of the teaching profession, works in five broad areas: it develops and maintains (1) high ethical standards (2) high professional standards (3) high educational standards (4) high standards of community service and (5) high standards of working conditions for teachers. An analysis of organizational function and staff responsibility will show all effort directed to these ends.

In tomorrow's world we must be satisfied with nothing less than public acceptance of teaching as the pre-eminent profession.

If we are to achieve this objective we must plant the social and economic seeds today which will come to fruition tomorrow. We cannot afford to expend all our professional energies on immediate aims, unless they also contribute to the ultimate goal. We must earn today the respect which we wish the public to hold for tomorrow's teachers.

A. F. C.

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Although the Journal employs every available means to keep this roster accurate and up-to-date, it cannot accept responsibility for omission or error. Corrections are invited. The directory will be published again in the January, March, and May editions. This page is offered as a handy and authoritative guide for contact with responsible officers and staff personnel.

FROM THE FIELD

... statewide professional news

PREDICAMENT WE'RE IN

California population increased by 370,000 during the past 12 months, according to State Director of Finance. State's total now estimated at 12½ million; forecast for 1965 is 16 million. Sources: about half is increase of births over deaths, other half is migration. This month 14,000 new teachers are needed, mostly at elementary level. Classroom shortage estimated at 8,653 elementary, 1,366 high school; construction and equipment backlog amounts to more than \$320 millions. Favorable outcome on Proposition 2 of November 2 election may aid classroom situation, but local responsibility will remain heavy. Teacher recruitment demands ever-increasing study and action. Aspirin recommended as standard diet for all educational leaders.

ED-TV HARD HIT

KTHE, Channel 28, the educational television station for the Los Angeles area, went off the air recently after reported withdrawal of Hancock Foundation financial support. USC will not undertake maintenance of programming it was announced, but will aid any community non-profit organization which may undertake support. Meantime, KQED, Channel 9, San Francisco, airs adult educational programming two days a week, obtains much of its financial support from volunteer memberships at ten dollars a year. Nine Ed-TV stations are on the air in the U.S.; nine more are under construction.

LINDA MAR'S EXPERIMENT

A real estate developer built eleven houses adjacent to a site for a future permanent school at Linda Mar, sea-coast subdivision ten miles south of San Francisco. He linked the houses by a covered promenade, eliminated interior walls, and leased the structure at cost to the school district so that 350 children would have classrooms as school opened this fall. When a bond issue permits construction, the 11 houses will be converted to private dwellings. A San Francisco bank agreed to finance the program. Facilities are spacious and comfortable. "It is the builder's responsibility to help the community in which he constructs," said Developer A. F. Oddstad, Jr., president of the firm now building 3500 homes in the area.

AMPLE SUPPLY

Contrary to the national trend, Los Angeles City Schools generally did not experience a teacher shortage when schools opened September 13. The Board heard a personnel division report indicating that the spring estimate of recruiting would be 2100 new teachers; the 1950 appointed met immediate needs. Excellent salaries and working conditions, a strong recruitment program, and a desirable climate were given as reasons for the favorable condition.



CTA PRESIDENT BOB GILLINGHAM addresses the opening session of the third annual leadership training conference of Central Coast Section October 1 at Asilomar. Left to right: Dave Conley, senior NEA Director for California; Marjorie Vaught, Section president; Dr. Gillingham; Mary Stewart, CTA Board member; Jack McCallum, Section vice-president; Dean Ross, Section secretary. Northern and Southern Sections held leadership conferences in September, North Coast, Central Coast, and Bay Sections held theirs in October; only Central Section's November 12-14 meeting at Asilomar remains on the fall schedule.

CHARTERS GRANTED

Three more CTA charters were granted to local associations during October. They were: No. 408, Manhattan Beach Teachers Association, Los Angeles County; No. 409, Davis Teachers Association, Yolo County; and No. 410, East Contra Costa Junior College Faculty Association, Contra Costa County.

LIGHT OF THE WORLD

Typical of hundreds of pageants large and small which will feature school children at Christmas time, Oakland's city recreation department is preparing its annual Light of the World pageant which will include 1700 children from the public schools. The two-hour dance drama, with a capella choir and orchestra, will be presented December 11-12 in the municipal auditorium arena.

ROADSIDE CLEANUP

A Roadside Cleanup Campaign, sponsored by the Travel and Recreation Committee of the State Chamber of Commerce, has made great gains this year, largely through cooperative effort of California teachers. More than 4500 copies of a handbook were distributed for class instruction and thousands more have been requested. Students learn good citizenship through cleanliness around school and home and along the roadsides. Information available: California State Chamber of Commerce, 350 Bush Street, San Francisco 4.

SCHOOL BONDS DO PASS

Eight out of ten local school bond elections are approved by California voters. A survey just completed by CTA shows that 866 local tax and bond elections were held in 47 of the state's 58 counties between April 1, 1953, and June 12, 1954 . . . and 708 or 81.75 per cent were approved. The survey shows that 681 elections were held for elementary schools, of which 577 or 84.72 per cent were approved. Of the 112 high school elections, 81 or 72.3 per cent carried. Elections providing school taxes

above limits allowed by law showed 82.4 per cent approval, while adoption of state loans for school buildings was indicated in 85.5 per cent.

COMIC BOOKS GET STUDY

The PTA is studying comic books. The California Congress of Parents and Teachers, in convention at San Francisco, heard a report from its comic-book study committee indicating that many communities are requesting guidance in handling the comic-book problem. Other CCPT actions sought to further teacher recruitment and to promote changed attitudes of parents toward the teaching profession.

PERSONALLY AND INCIDENTALLY

November 11 is now legally known as Veterans Day, as defined by PL 380, signed into law June 1. . . . John Orcutt has been employed as coordinator in charge of the newly created San Diego office of CTA Southern Section. The office, providing service in information, credit union, special services, and insurance, was opened at 5482 El Cajon Blvd. on October 17. . . . More than 20 local CTA field conferences were held in Central Section during October. . . . Southern Section has field conferences scheduled for November in Bellflower, Ventura, San Bernardino, and San Gabriel. . . . Mrs. Fay Andrews, Pasadena teacher and CTA member since 1921, won the 1954 Pi Lambda Theta research award for her study on professional problems of women. . . . Walter T. Helms, former superintendent of Richmond school districts, received an honorary doctor's degree from College of the Pacific. . . . Dr. Harry M. Howell, long time budget director of Los Angeles school system and acting superintendent since the retirement of Dr. A. J. Stoddard, is on leave due to illness. Claude L. Reeves, 60, assistant superintendent, has been named acting superintendent. . . . A statistician shows that the money spent in California's public schools works out to a per-child per-hour cost of 24 cents.

EDUCATION, U.S.A.

..... national professional news

MURROW SPOTLIGHTS THE SCHOOLS

In a recent CBS radio program, Edward R. Murrow told his listening audience that today's national teacher shortage is cheating the children. Although more children entered schools this year than ever before, there are about 6½ per cent fewer teachers than last year. When it comes to ethics, morale and example, the teacher must be a first-class citizen; when it comes to income, the teacher is second-class. The moral is easily drawn: well-prepared teachers go where the rewards and opportunities are best. The richest communities can afford the best teachers; if there aren't enough positions in the better-paying brackets, teachers quit the profession and go where they can get the pay they want. Last year 75,000 of them did just that.

FREEDOMS FOUNDATION

Application for 1954 Freedoms Foundation awards, due in Valley Forge by November 11, should include descriptions and documentation of activities which helped to bring about a better understanding of the Credo of the American Way of Life, and should be based on 1953-54 school year activities. In September, nine California schools were represented in the "Freedom Pilgrimage," an all-expense trip representing part of the schools' awards for outstanding programs teaching American citizenship during the 1952-53 school year. Twenty-eight citations went to California schools last year.

MAGAZINES LOOK AT THE SCHOOLS

"The Truth About Our Public Schools," published first in the June issue of Kiplinger's *Changing Times*, and condensed for the September issue of *Reader's Digest*, takes the stand that today's schools are better than most people think. "Pity the Poor School Superintendent!", appearing in the September 4 issue of *Saturday Evening Post*, points up a few facts that the average citizen may overlook. Not to be outdone by these features, *Ladies Home Journal* in its October edition published a 60-page section discussing problems arising from today's school needs. "Let's Attack the Problems . . . not the Schools" is a round-table forum on education featuring current opinions of leading educators.

ROTARY FOUNDATION FELLOWSHIPS

One hundred and twelve outstanding graduate students from 33 countries will study in countries other than their own during the 1954-55 school year as a result of fellowships awarded by Rotary International, world-wide service club organization. During his year abroad, each student will be in direct contact with Rotarians and their families, attending their meetings, visiting their homes and places of business, and traveling as much as possible during school holidays. Six young Californians are listed among the "ambassadors of good will."

NEW NEA BUILDING

When NEA Convention ended in New York City last July, the NEA Building Fund Campaign was \$87,900 richer as a result of signing up 586 new Life Members. Cash donations and an additional \$50 from each of the 55 convention charter members also helped swell the amount. August 31 fund report lists the total from life memberships, pledges and contributions at \$1,570,423.95.

NAM FREE TEACHING AIDS

The Education Department of the National Association of Manufacturers is offering a number of attractive publications for use by secondary school educators. Career opportunities, economic chart service, educational posters, and a number of excellent booklets are listed in the 1954-55 Catalog of Educational Aids for High Schools, available on request. Sound films may also be obtained. Inquiries or orders should be addressed to Education Department or Film Bureau of NAM, 2 East 48th Street, New York 17.

High Priced Jig-Saw Puzzle

Frank M. Wright

Our school district organization is costly and antiquated . . .

THERE is not a single educational program or situation in California which is not made more complicated and costly and less effective by the antiquated system of school district organization prevailing in the State today.

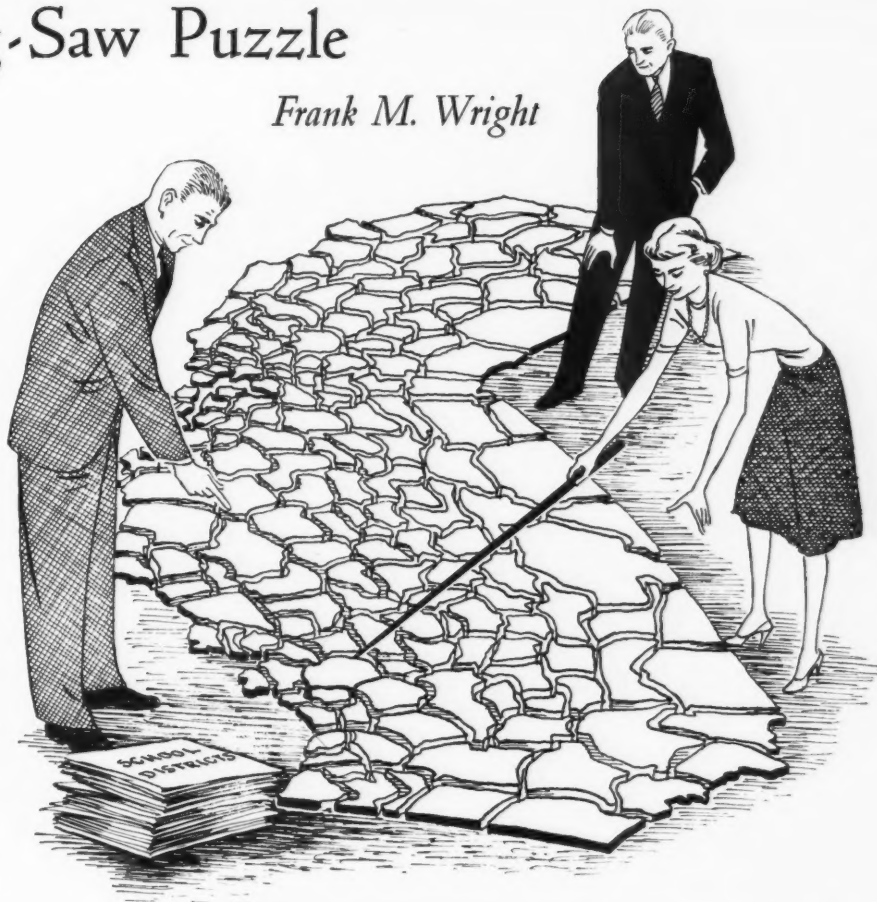
The four general types of districts most commonly found throughout the State are elementary, union high school, junior college, and unified school districts. In addition to these four, there are union elementary, joint elementary, joint union elementary, joint union high school, city elementary, city high school, city junior college, city unified, and joint junior college districts.

Number Reduced

At one time there were over 4,000 school districts in California. By 1945 this number was reduced to 2,559. Since 1945 the State Commission on School Districts and, later, the State Board of Education through the Bureau of School District Organization, have conducted an intensive program of education and persuasion to effect better school district organization so that by 1943 the number of districts had been reduced to 1,917. Each year from 75 to 100 districts have gone out of existence. This work is continuing and comparable results are anticipated.

The regular elementary district is the basic district in California. The union high school law provided for bringing a number of elementary districts into a single high school district without affecting the existing structure of the elementary districts. Thus, separate administrations governed the educational program in a given area. Later, the junior college law provided that either a single high school district should comprise a junior college district or it could be composed of a num-

Dr. Wright is associate superintendent and chief of the division of public school administration. The article above is a speech entitled "School District Organization and Its Effect on School Finances" which Dr. Wright delivered to the Western Governmental Research Association panel at Berkeley on September 24.



ber of high school districts. This added still another administration to a given area.

Overlapping Boundaries

At the present time nine counties of California have many elementary districts which are not in any high school district. High school education is provided for these areas by means of contracts made by the elementary districts with adjoining high school districts. Attempts have been made from time to time to bring all elementary districts into existing high school districts or to establish new high school districts or unified districts to include them. These efforts have met with resistance on the part of interests which find it economically profitable to stay out of a high school organization. In 1953 the law was amended to provide for a high rental cost for the use of high school buildings and facilities in addition to current expense costs. This has had some noticeable effect toward "encouraging" non-high school territory to become a part of a high school district.

During past years there was a tendency for junior colleges to be established by and in connection with high school districts. In some instances this produced colleges strong enough and

large enough to provide a well-balanced education program at a reasonable cost, but many small junior colleges have been established by high school districts. Many of these became sizable as far as students are concerned through contracts with non-junior college areas.

Junior College Districts

Junior colleges established in connection with high schools had to provide buildings from high school bond resources. Recent legislation has, for all practical purposes, blanketed such colleges in as junior college districts with a five per cent bonding capacity for junior college purposes. Hereafter, no new junior colleges may be established except by approval of the State Board of Education and vote of the people. The criteria generally requires that a proposed junior college district shall be of a regional nature, large enough, and with sufficient financial resources to guarantee a good program at a reasonable cost per pupil.

The law provides that whenever the boundaries of an elementary district and those of a high school district become coterminous the area shall automatically become a unified district. This has operated to form some very weak, ineffective unified districts. On the

other hand, some excellent unified districts have resulted. At the present time there are 88 unified districts in California. There are 1,597 elementary districts of all types (including 7 suspended districts), and 236 high school districts. Of the elementary districts in 1952-53, 423 were one-teacher districts and 300 were two-teacher districts. It is believed that if a good system of unified districts were in existence today, not over 400 or 500 districts in total would be required.

Financing Affected

The complicated, overlapping system of school district organization in existence today has made it necessary to have three separate foundation programs, one for elementary, one for high school, and one for junior college districts. Many districts do not cover sufficient area to bring within their boundaries both residence and employment wealth. These districts, generally called "bedroom" districts, are so low in local resources that it has been necessary to set up "alternate foundation programs" for elementary and high school districts.

Due to the large number of small elementary and high school districts, it has been necessary to provide for "small school foundation programs" in order to provide a decent education for children in small schools. These programs require a sizable amount of additional funds to compensate for the high costs in small schools. The 1953 Legislature repealed the law which provided this additional assistance only for "necessary" schools. As a result of a series of studies being made by the Department of Education, this act may be re-enacted with some modifications and changes at the coming session of the Legislature.

Transportation Costs

Transportation costs for each of the four principal types of districts are partially reimbursed by the State. However, the law does provide a lower local participation for unified districts. Overlapping and small districts inevitably cause duplication in transportation with the attendant cost. It is not uncommon to find busses from two or more districts traveling along the same road collecting children.

California is spending millions of dollars for new school buildings which must be made to last their full expectancy. Failure by district administrations to provide adequate care and upkeep can dissipate these valuable assets

prematurely. Current district organization necessitates a high cost per pupil for adequate maintenance or, what may be even worse, maintenance is neglected entirely due to the prohibitive cost or lack of interest on the part of the administration.

Under the present school district organization there are many districts which have very low assessed valuations per pupil, while adjacent districts may have extremely high valuations per pupil. If these were combined into a single administrative unit, the state funds currently available could perform a far better service for all districts than is possible today.

The constitutional guarantee or basic aid requires thousands of dollars to be distributed to districts which have local ability to meet a larger share of their costs. Better district organization could go a long way toward improving state equalization aid to the districts of California.

Tax Overlap Wasteful

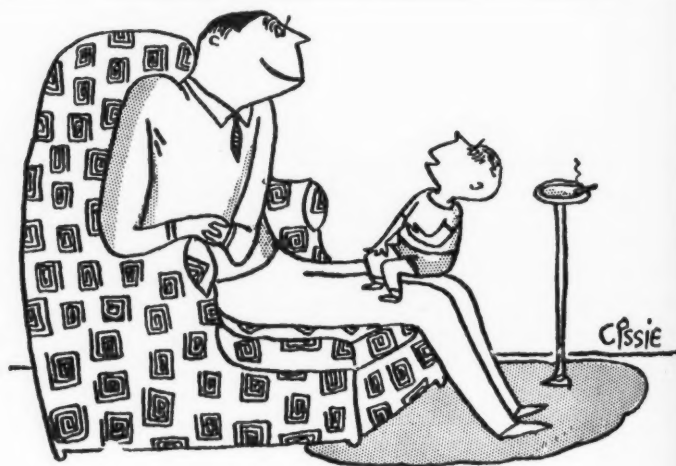
In many areas there are three separate tax levies for maintenance and operation and possibly three separate tax levies for bonds on the same property. These are required for the elementary, high school, and junior college district administrations. This creates the necessity for three separate systems of accounting in district, county, and state offices. This also gives rise to extreme competition between the respective levels for tax rate increases or the issuance of bonds. It tends to develop misunderstandings between school administrations and the general public who are called upon to make the decisions. Reasonable flexibility in operating an educational program for

the people is impossible when educational finance is "compartmentalized" into the three levels. If funds were made available for the single purpose of providing education on all levels to a single administration, the cost of administering the program would be materially reduced.

The law now provides that a unified district comprising either two or three levels may have either a 10 or 15 per cent bonding capacity to be used for the construction of buildings on any level. This gives flexibility and opportunity for a governing board to provide housing facilities and other capital outlay expenditures where the need actually exists. The benefits accruing from a single fiscal administration are numerous.

There is little evidence to show that a system of unified districts would result in any sizable reduction in expenditure of funds, either for current operation or for buildings. The benefits are largely in other areas. There will always be isolated or necessary attendance centers which must be continued, but there is no logical reason for such areas being separate administrative units. Several of the rural county areas would be far better off, both educationally and financially, if they were administered as a single administrative county unit for elementary and high school purposes.

The county superintendents of schools expend about nine million dollars annually from the State School Fund, largely for the benefit of small districts. This program is a worthy one and should be continued, but it should not be continued for the purpose of providing a better program for poorly organized and administered districts. This



And today we discovered Christopher Columbus...

problem is currently under survey study by the Department of Education, and there will be proposals looking toward making it less attractive for small areas to continue to maintain poorly organized districts.

Personnel Adaptability

Under its dual system of school administration, California trains and develops many young administrators in the elementary and secondary levels. The result is that these people have a background and experience limited to one level. Governing boards in the larger unified districts or administrators in chartered city school systems involving both elementary and high school districts are unwilling to employ people with this limited background. So, many of the more important top administrative positions are being filled by people coming from outside the State of California. Loss to the State occurs due to the fact that in many instances these people are unfamiliar with California laws, finances, and other conditions peculiar to any individual state.

Only in well-organized districts of sufficient size and wealth can there be an adequate staff of professional personnel. A good business administration results in economy and efficiency. Trained personnel in building problems produce good buildings with a high utilization value and at a reasonable cost. Trained personnel in other areas are equally effective.

Instructional Program

Small districts find it difficult to provide adequate instructional aids. Ungraded rooms continue to exist, when through better organization much consolidation could take place. Adequate supervision is impossible and teacher aid and in-service help cannot be provided by small administrative units.

Likely one of the greatest losses results from separate educational policies existing between the elementary and high school levels. Even with the finest cooperation between administrations there cannot be a unified policy from kindergarten to the twelfth grade, except it be from a unified administration.

Progress Being Made

The State Commission on School Districts performed a valuable service during its period of existence. It is true that not very many unified districts were formed during that period, but the discussions, study, and in some areas very decided unrest, made people conscious that the current plan of dis-

trict organization was far from perfect. The State Board of Education, acting through the Bureau of School District Organization, has carried on the program with a fair degree of success.

The County Committees on School District organization more and more are studying their own district problems. About 40 committees are meeting regularly throughout the State. Four counties have a county unified district organization at the present time.

School building approval is given by the Department of Education only for acceptable attendance areas. Consequently, many districts have joined together to build a single school where formerly there were two to four or more separate school and administrative areas. Every encouragement has been given to develop better attendance centers as a middle step toward unification.

The last apportionment law increased financial incentives for the formation of acceptable unified districts. Foundation programs are increased for the first years of existence. Costs of added transportation equipment and current expense of operation resulting from unification are paid by the State.

Small high schools can no longer be established except through recommendation of the local county committees to the State Board of Education, and approval by the State Board. Extra benefits for any small high school which may be established are available only

upon approval of the Superintendent of Public Instruction.

Legislation which kept the component district parts of union elementary districts as separate districts for state basic aid benefits, has virtually been abolished.

Program Still Unfinished

Legislation should be proposed which would materially reduce duplicate financial benefits to small districts. The savings effected could be used to improve the financial incentives to establish better administrative units.

Many educators believe that a deadline should be established for all elementary and high school districts to become unified. After that date, all territory not so organized would be a separate unified area under the county superintendent, or if the area were inadequate it should be attached to an adjacent unified district or districts by the State Board of Education.

California is paying a heavy price for its present system of overlapping, complicated, ineffective school districts. It cannot continue to pay this price indefinitely. The system is costing not only dollars, both directly and indirectly, but is wasting vast potential benefits which are now denied the boys and girls of our State. Schools exist for the education of our children. Let's do the best job we can with the resources available.



GOOD WORKING RELATIONS among school personnel is illustrated at Alum Rock Union School District near San Jose, where seven men form a "combo" to play at faculty and PTA social functions. From left are shown E. E. Soares, drums, superintendent of buildings and maintenance; Clyde E. Hewitt, bass viol, principal of Linda Vista school; W. E. Sheppard, guitar, school trustee; Richard E. Coniff, piano, director of instruction; William Duentsch, saxophone, instrumental music teacher; and Bob Bird, clarinet, fifth grade teacher. Walter Symons, a seventh grade teacher, is not shown.

An expert outlines how to guide a citizen committee toward beneficial study of the problems of the public schools

Edgar L. Morphet

Citizen Cooperation for Better Public Schools

"Citizen cooperation is not a panacea for all of the ills of the schools. It will not solve all problems and cannot be used as a substitute for intelligence or good hard individual work."

THIS quotation from Part I of the Fifty-Third Yearbook of the National Society for the Study of Education on **Citizen Cooperation for Better Public Schools**¹ serves to caution that the new citizen committee movement should not be permitted to develop into a fad which school districts take up merely because a number of other districts have found citizens' committees to be beneficial.

The committee which prepared the Yearbook, emphasized the point of view that:

"Citizen cooperation is essential for the development and proper functioning of a satisfactory program of public education. The idea is fundamental. How it can best be implemented under all conditions we do

not yet know; but some of the basic principles and criteria have already emerged and still others are yet to be recognized."

According to the National Citizens Commission, there are now some 9000 communities throughout the country in which groups of lay citizens are working actively on school problems in cooperation with the school authorities in those communities. The interest in citizens' committees and the number of such committees working on school problems has increased surprisingly since the close of the war. Studies made at that time indicated that there were then only a handful of communities in which citizen committees were actively working on school problems although there have been situations for many years where citizens' groups have helped with such problems as tax levies and bond issues.

Committees Increase

A steady increase in the number of citizens committees has apparently, in general, been beneficial to the schools but the movement has brought a number of problems. For example, there seems to be some danger that the citizens' committee movement may become a fad taken up by some communities merely because it seems to be a trend rather than because there is any genuine concern about bona fide cooperative activities that may be of sig-

nificant benefit to the schools. In a few communities special interest groups have taken advantage of the situation to organize what they have called "citizens' committees." Such groups have occasionally sought to discredit the schools or have tried to pressure the schools into doing something favored by such special interest groups. In many cases these groups have not been interested in a cooperative effort to solve school problems but only in promoting their own special ideas.

Because of the increasing interest in citizen cooperation and the apparent need to summarize some of the significant developments and to point out some of the principles and criteria which can safely be followed for guidance, the National Society for the Study of Education decided to sponsor a plan for studying developments and synthesizing information in this area. The results of this study are included in Part I of the Fifty-Third Yearbook to which reference has already been made. The committee selected for the preparation of the Yearbook was comprised of educators from the Western states with the exception of Roy E. Larson, who as Chairman of the National Citizens Commission for the Public Schools, was in position to make available to the committee much of the information and many of the insights developed by the Commission as a result of its work with



citizens' committees and school systems throughout the country.

Criteria Proposed

Some of the principles and criteria proposed by the Yearbook committee for guidance in connection with programs involving citizen cooperation include:

1. The board of education (which by law is responsible for school policies) should keep the citizens in its community informed regarding educational needs and should seek to enlist their aid in the development of a satisfactory public school program.

2. The development of a sound educational program requires the best cooperative efforts of both educators and lay citizens.

3. All cooperative efforts to improve the educational program should utilize the basic principles of human relations in a democracy including (a) there should be respect for the individual yet consistent recognition of the fact that the common good should be considered paramount; (b) the talents and abilities of all persons who can make a contribution to the development of a sound program should be utilized; (c) the thinking and conclusions of two or more genuinely interested persons with a good understanding of the problems and issues are likely to be more realistic than the conclusions of any one individual; (d) the procedures used in solving a problem may be as important as the solution and should contribute to the growth and understanding of the participants.

4. The kinds of cooperative activity which should be developed are those considered to be most appropriate and meaningful in each situation.

5. Cooperation should always be genuine and bona fide.

6. Insofar as practicable, all cooperative projects should be cooperative from their beginning.

7. The procedure used in a cooperative program should be designed to assure that conclusions will be reached and decisions made on the basis of pertinent evidence and desirable objectives.

8. Insofar as practicable, decisions should be reached on the basis of consensus and agreement.

How To Get Started

The committee also suggested a number of criteria for initiating projects involving citizen cooperation. Among the most important are:

1. The board of education should adopt a resolution expressing its interest in cooperative projects for the benefit of the schools.

2. A capable group or committee should be responsible for planning and guiding a cooperative project.

3. Qualifications of members should be agreed upon in advance and carefully observed in organizing a committee. The basic qualifications should include the following: (a) a genuine interest in public education; (b) honesty and sincerity of purpose; (c) the ability to recognize problems, interpret information fairly, and reach honest conclusions; and (d) relative freedom from strong biases that might interfere with the reaching of sound conclusions.

4. A committee should generally consist of persons selected as competent individuals rather than as representatives of organizations.

5. A committee should be established for a definite purpose which should be agreed upon before its work is started.

6. The relations with the board and staff should be clearly defined and understood.

The committee has also suggested a number of guides for carrying out a cooperative program and for evaluating progress and results of studies. It was agreed that any such committee should adopt a written statement of its purposes, policies, and working relations, should attempt to proceed logically and scientifically, and should emphasize the development of the constructive and helpful proposals.

Both educators and lay citizens who are interested in cooperative procedures should recognize that effective cooperation calls for attitudes and skills which

can be learned by everyone who desires to do so. The foundation for genuine cooperation lies in each person's attitude toward other people and in each person's belief in the potential worth of the contribution of others.

Cooperation Requires Study

Some observations concerning points of view and techniques which should be of interest include the following:

1. Persons who have not previously worked together usually need time to learn to cooperate effectively.

2. Points of view, assumptions, attitudes, and even prejudices should be recognized and discussed.

3. Words may mean different things to different people. A special effort, therefore, should be made to assure that the terms used are properly understood by all concerned.

4. There is no substitute for facts to help the cause of cooperative activity.

5. Groups and individuals should begin the attack on every problem by asking "Are these reports true?" "What are the facts?" "Have we considered all pertinent information and all sides of the question?"

6. Any proposals for improvement are almost certain to encounter resistance from vested interest groups. Understanding is the best safeguard but is no guarantee against opposition.

The objective of cooperative efforts should be to provide better schools for all. The emphasis in cooperative programs is not on criticism of the schools or of school personnel but on ways and means of discovering problems that need to be solved and on proposing solutions that will result in a better educational program.



Is the general and undistributed reserve in the local school budget "untouchable" or should we concern ourselves with relationships and proper use of funds for special purposes?



BRINGING UP THE RESERVES

THOSE who object to "bringing up the reserves" in the local school budget will include teachers whose salaries have not increased as much as they had hoped and taxpayers whose taxes have gone up more than they expected. They will say that the great need is to bring down reserves and to use the money now lying idle in them to improve the educational program or to reduce taxes—or both.

Two kinds of district budget reserves are provided for by the Educational Code, which makes one of them mandatory. The first kind is called the undistributed reserve and is simply a "kitty" which can be tapped to take care of unexpected expenses during the school year. If, for instance, the plumbing stops up, the school bus burns out a bearing, or unusually large amounts of teacher illness increases the amount of money needed for paying substitutes, the extra money needed comes from the undistributed reserve item of the budget.

General Reserve Described

The other kind of reserve, which the law says a district must have in its budget, is the general reserve. It is designed to serve the same purpose for a district that a savings account in the bank does for an individual teacher. Like teachers paid on a nine or ten month basis, districts receive no income during the summer months. Like individuals between paydays, districts must live on accumulated reserves until

the next check is received from the State or the local tax collector.

School districts cannot borrow from credit unions, banks, or loan companies. There is a legal provision for their borrowing from county treasuries and many districts make use of it; but there is no guarantee that the treasury of any county will have money available to lend. In fact, in recent years the chances of a district's being able to borrow from the county have steadily decreased. This means that a district with an inadequate general reserve may find itself broke sometime in the near future. If it does, what happens?

When We Have No Reserve

Well, it can just shut up shop until late in the Fall when State apportionments and local tax money have been received in large enough amounts to make it possible for it to pay its expenses as they are incurred. This usually means salary expenses; so that this method of meeting a district financial crisis results in teachers having a long dry spell between paydays. Also, unless school should be extended in the Spring for long enough to give a full school year, it means that the teachers will not get their full salary for the school year in which it happens.

Another way for a district to meet such a shortage of cash would be for it to issue warrants with the knowledge that there is no money with which to pay them. Such warrants are registered by the county superintendent of schools

and must be presented for payment whenever notice is given that there is now enough money in the district's account to pay them. These "registered warrants" draw 5 per cent interest up until the time the district is able to pay them. It might seem that this is a good deal for teachers since the interest would be an amount in addition to their regular salaries.

Can We Wait For Pay?

If a teacher is well off and can afford to wait two, three, or more months to cash a payroll warrant, the use of "registered warrants" might help him. However, the record shows that most teachers are forced to sell registered warrants to banks or other financial agencies at a discount; or to borrow money on them as security at a rate of interest that is always in excess of 5 per cent. In other words, except for a few favored individuals, the use of "registered warrants" simply transfers the district's need for borrowing to its employees, who must then pay at least part of the interest charges incurred.

How big should these reserves be? Obviously, big enough to do the job and no larger. Any large excess means storing up money that taxpayers would rather keep in their own pockets. In fact, they are almost sure to do so eventually by insisting tax rates be lowered, so that the excess in the reserves can be used in place of some tax income. Or, they may press the use of reserves to avoid collecting more tax

money—either through increased taxes for current expenses or through issuing bonds which must be retired by a special bond tax. But it must be remembered that the amount of money needed for an adequate reserve is usually a considerable number of dollars—actually measured in millions in our largest districts—so that a perfectly defensible reserve may seem excessive to some people.

Amount of Reserve Varies

Recognizing that dollar amounts are not meaningful except in relation to the size of the district's financial responsibilities, analyses of reserves are usually based on their relationship to the total budget. According to a study published in the last two school years in the *Tax Digest* for April, 1954, undistributed reserves ranged from zero to 48.5 per cent of the total budget; while general reserves ranged from nothing to 34.2 per cent. The variation between the two years was also marked in many districts.

The lower percentages are not realistic. In fact, the maintenance of a general reserve is legally mandatory and those districts which had none were not properly obeying the law. As for undistributed reserves, it is most likely that any district having none or only a nominal one was actually maintaining this reserve in the form of padding in various budget items. This is not good because it means that the actual financial operations of the district are not in plain view.

It is true that those interested in a particular part of the budget, such as instructional supplies, may feel safer in having as much excess money as possible allotted to their activity. Then, they reason, if we need it we'll already have it in the budget. Which is true only if they need it and if large emergency expenditures do not occur in some other part of the budget, such as salaries. If the latter happens the district can either curtail its program or transfer money from one account to the other. In other words, the protection is purely in the imagination of the individuals concerned.

It is no harder to transfer money from one budget account to another than it is to allocate money from the undistributed reserve to an account that needs it. Good budgeting practice demands that the needs of specific accounts such as salaries, supplies, administration, and so on, be closely estimated and budgeted.

There is no set amount or percentage that can be recommended for all districts as the desirable figure for their undistributed reserve. But the highest figures reported are as unrealistic as the lowest ones. In both 1952-53 and 1953-54 one district allotted over 45 per cent of its total budget to undistributed reserve. In other words, the district budget was either only half-planned each year or else was carrying a load of unused money far in excess of what could be justified either to taxpayers or to teachers; especially to the latter, since that particular district's salaries leave much to be desired.

A California Taxpayers Association study showed that over 80 per cent of the districts studied maintain undistributed reserves ranging from one to 10 per cent of their total budgets. While exact figures for any district must be justified in relation to the peculiar needs of that district, it is probable that figures within these ranges are usually satisfactory. In particular, the size of the undistributed reserve cannot be said to be obviously excessive unless it is more than ten per cent of the budget; and, even if it is, local conditions may justify it.

Safe Margin Advisable

With respect to a general reserve, conditions are somewhat different. The law requires that one be maintained and counties are coming to have less unencumbered money in their treasuries which school districts can borrow to get themselves past the period of no income that extends approximately from June to October. It would appear that the lowest figures reported by districts for this budget item are incompatible with good financial practice. Nominal or missing general reserves are, of course, usually compensated for by budgeting amounts into other accounts which are in excess of actual requirements. Thus, money is left over on June 30, when the budget expires, and is available for the following school year. Such practice is risky. If many accounts should actually be used as authorized by the budget, the district might well find itself broke for three or four months some school year.

From the point of view of good budgeting this practice is unsound in that it hides the true nature of the district's fiscal policy. If amounts actually budgeted for various items are not the amounts it actually intends to expend, all concerned are being misled. In some districts this practice has been

particularly unfortunate in that it has led teachers to question administrative explanations of the district's financial inability to improve salaries. Certainly any administration which pads budget items as common practice is buying trouble for itself insofar as teacher-administrator relationships are concerned, even if the practice happens not to extend to the salary items in the budget. Of course, the same may be said with respect to administrator-taxpayer relationships. The proper place to keep money needed for flexibility and emergencies is in the undistributed reserve.

Funds Have Special Use

The highest percentages reported for general reserves also appear to represent poor practice. The general reserve is designed to be a "bank" from which the district can draw during the summer months when it has no income from State apportionments or local taxes. It is not designed to serve as a substitute for bond funds or for a cumulative building fund. Nor should it be used to build up a district's "savings account." School districts are not money-making organizations and funds which are not needed should be used either to improve the program or to relieve the taxpayer.

As in the case of undistributed reserves, about 80 per cent of the districts had general reserves ranging from one to 10 per cent of their total budgets. The lower figure would seem to be too small, although those districts that pay teachers on a ten-month basis and that contract for fall delivery of supplies and so on, may very well need much smaller reserves than districts using a twelve-month pay plan and carrying on other activities on a year-round basis.

In districts running large summer school programs and otherwise having heavy expenditures prior to the receipt of State and tax monies in the fall, even the 10 per cent figure may not be large enough. However general reserves much in excess of this figure should be considered for thorough study and justification. If the levels of the combined reserves exceed a "high water" mark of 20 per cent, one should begin to worry about "flood stages."

This is the third of a series of articles concerning local school budgets. Dr. Garford Gordon, assistant director of CTA Research department, is the author. Additional discussions of this general theme will be published in subsequent editions.

William H. Barton Joins Staff For Statewide Public Contacts

WILLIAM H. BARTON, San Francisco property management expert and former public relations man, became California Teachers Association's newest staff member on November 1. He is joining the Field Service program with specific responsibility for statewide public contacts. His office will be in San Francisco.

Graduating cum laude from U.S.C. in 1940, Barton majored in economics with a minor in political science. He is a member of Phi Beta Kappa, Skull and Dagger, and Delta Sigma Rho. His major student activity was forensics and he was a member of the university's top debating team. Winning many debate tournaments in Western and Rocky Mountain states, he acquired a dozen trophies for debate, oratory, and after-dinner speaking.

As an enlisted man in the Air Forces, Barton served in the public relations office at Moffatt Field as radio announcer, publicity man, and script writer. At Officer Candidate School he was assigned to the Quartermaster Corps in which he rose to the rank of major with service in Central and South America.



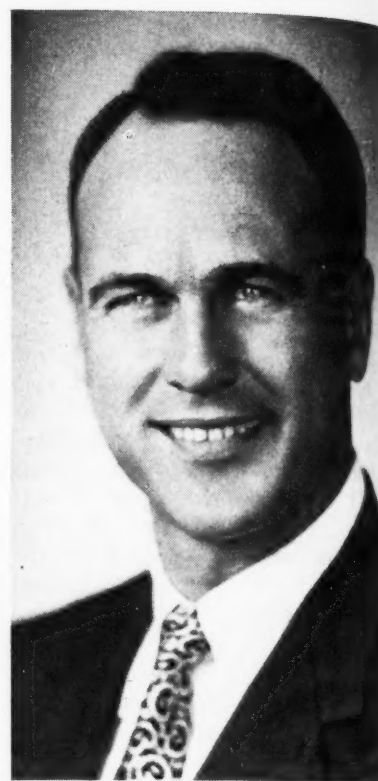
MRS. NELLIE LIERLY WILLIAMS, 59, principal of the Roosevelt school in Taft since 1937, died September 1. Joining the Taft schools staff in 1917, she became teacher and principal of Taft Heights school. Recognized as one of the outstanding educators of San Joaquin Valley, she was known and loved for her understanding of children and for her integrity and efficiency as an administrator.

Experience in radio work included a year in KVEC, San Luis Obispo, where he wrote and announced an outstanding commentary on civic affairs. He also worked as staff announcer at KERN, Bakersfield.

For several years Barton has been a property management agent for Coldwell, Banker & Co., large statewide real estate firm. In this work he gained a broad business experience.

Barton is 37 years old and lives with his wife Marion and nine-year-old daughter Taska in the Parkmerced district of San Francisco.

Executive Secretary Arthur Corey, in announcing this appointment, said, "Mr. Barton has a well-rounded experience. His talents and abilities will find full expression in his public relations work with California Teachers Association."



WILLIAM H. BARTON

I Give You My Class

HIGH school teachers, they are coming to you this fall, our graduates. For brief years they were ours; now they are yours, and we commend them to you. We filled their cup to the level of their years with us; we gave all that we had to give. And it was not a one-sided giving. They in their turn gave much to us—from gray hairs to proud memories—and our school is a stronger institution because they passed through on their way to the future. You are the future toward which they looked while they were with us. Soon their eyes will look beyond you, too, and seek to identify the youthful post-high-school dream that will one day become their own personal reality. Then your claim will expire as ours did. But today they are yours.

Among the shining new faces in your classrooms are those whose names are on bronze plaques in our halls; and there are those whose only bequest to those still with us are the vacant chairs in the principal's office. Some of your new faces left with us memories of kindness, understanding, and gentle grace; others left us the echoes of noisy argument, rude laughter, and running feet. Some of them gave us headaches and heartaches; some of them filled us with pride beyond measure. Some of them caused us to wonder why we chose a teaching career; others strengthened our faith in our profession and in youth.

As we watched them accept their diplomas, we remembered their achievements—on the athletic field, in the shop, in the classroom. We remembered, and we felt a sense of pride in all of them—and not a little sense of loss. There will be others for us, too, this fall; but never again will there be a class like this one. This, then, is your heritage from us. We make no excuses for it; it needs none.

Helen P. Chapman
Huntington Park

The Rod's on the Shelf

This discussion of discipline in the classroom is a portion of a chapter from "Tips to Teachers," written by Dr. Gordon, a teacher of sociology and education at East Los Angeles junior college. The booklet was published by CTA Southern Section and is available from the Los Angeles office.



Ted Gordon

TIMES have changed and the old policy of "Spare the rod and spoil the child" has become a thing of the past. But many teachers ask, "What else will work?" And they desperately want to know, for inability to handle discipline rates high or highest on the list of reasons teachers offer for giving up the profession. Every teacher will have discipline problems and the ability to meet them often decides the teacher's future.

The following problems and remedies can only partially substitute for experience, for trial and error, for the sureness one gains with maturity. The psychologist would be rightfully indignant at any panaceas or easy solutions. But we must begin somewhere, so . . .

Who Handles What: What is the division of responsibility between the teacher and "the office" in taking care of disciplinary matters? Recent surveys show that principals feel that they should give added help or assume full authority over aspects of a more serious nature as truancy, theft, smoking, defiance, and damaging of school property. They expect the trained teacher to cope with room behavior in general, specifically with cheating, copying, carelessness, noise, gum-chewing, whispering, loafing.

Disciplinary policies and lines of demarcation should be well understood through handbooks, faculty discussions and conferences. Don't cry "wolf" and bother the administrator with petty cases. Send pupils to "the office" for diagnosis rather than for punishment and when you do, be prepared to be objective with written reports, anecdotal records, test data.

Prevention: What can be done to reduce or eliminate potential difficulties? Try some of the following hints:

1. In complete cooperation with your pupils, work out a list and program of "Rules and Regulations for Our Class" providing for both rewards and penalties.
2. Be enthusiastic about your subject, teaching by means of contagious enthusiasm instead of by giving orders.
3. Try working out a physical and psychological atmosphere with your pupils conducive to comfort and creativeness.
4. The work in the classroom should be adjusted to individual capacities, avoiding playing favorites or castigating those "unloved ones," taking a clinical view toward problem cases.
5. If you come to class thoroughly prepared mentally, physically, academically, you will be better able to set up clearly understood, self-motivating class work, both short and long-range, both socially and academically, ever accentuating and repeating directions, taking little for granted.
6. Be fair! Suspend judgment until all the evidence is in.

Occasionally allow students to save face. Apologize yourself—but not too often!

7. Act human: by remembering and using names, greeting solicitously those returned from sickbeds, congratulating for birthdays, offering feeble jokes, attending school events, extending gentlemanly or ladylike little courtesies, showing familiarity with student affairs and fads.

8. Make your presence compelling, ever facing the class with a watchful but kindly eye, a forceful voice, a ready smile, an erect posture.

9. Seek opportunities to praise and reward, compliment instead of scolding. Expect instead of suspecting.

10. Unexpected situations are sure to develop such as interruptions, safety drills, outside noises, important visitors. Prepare for them.

Personality: How can I acquire those traits that will be an aid in dealing with discipline problems? Through interviews and observations of successful teachers, you might detect your own shortcomings and make adjustments. A study of investigations already made will furnish much data on what students like and don't like about their teachers. Take some personality tests if you have a feeling of inadequacy and be willing to accept the findings and do something about them.

Some of the characteristics found to be essential in a good teaching personality are a sense of justice, sympathy, sincerity, enthusiasm, friendship, happiness, sense of humor, pleasant voice and courtesy.

A Primary Challenge: How can you get off to a good start in the class period? The opening moments of the class are most important. A class officer can take charge and begin promptly while the teacher may be released to take care of routines efficiently. A lively current events period; a short test or review; self-explanatory directions on the blackboard, are all methods found effective.

Disciplinary Measures: What are the different types of treatment, approach, punishment? Rather than "punishment," the term "remedial treatment" is advised. Such treatment may involve (1) giving interesting work to do; (2) taking away privileges until re-earned; (3) conducting a case conference with other teachers and experts; (4) conferring with parents; (5) arranging for an oral or written agreement on future conduct; (6) conducting tests and analysis of both physical and mental traits.

More serious measures, to be taken unemotionally and probably after consultation with others: (1) isolation or a cooling off period; (2) restitution or apology; (3) severe "talking-to." Extremes, permissible only under most careful control by those in authority, are corporal punishment, suspension, and expulsion.



Menlo-Atherton high school students in an advanced Spanish class get some practical teaching experience in Encinal elementary school. Under supervision of experienced teachers CEC members may receive early guidance and help.



Members of CSTA at San Francisco State College answer questions of Burlingame high school students who expect to enter the teaching profession. CEC units will have unusual opportunities for vocational guidance and career study. Below is shown an example of student leadership development, made possible in activities.



California Education Clubs

CALIFORNIA Education Clubs, a statewide program now being inaugurated by the California Teachers Association, will sponsor investigation of careers in teaching among high school youth.

Among the state's seven hundred secondary schools scores of local units of CEC will be chartered this year. The CEC idea had its birth almost one year ago when the California Student Teachers Association first proposed the plan before its own Executive Council. After months of planning, preparation of materials, and actual trial of the program, the CTA Board of Directors approved the project at its August meeting.

CEC will become a reality this month as the first high school club receives its charter. San Diego's Point Loma High School will become number one. This local unit of forty members calls itself **The Chalk Dusters**. John C. Lamott and Mrs. Margaret Christianson are faculty advisers, with the San Diego State College CSTA Chapter as the sponsoring organization. Student members, college CSTA representatives, and San Diego teachers are planning an appropriate event to mark the chartering of the first CEC unit.

To Develop Action Program

CEC aims to develop an action program in California high schools through which students can gain authentic information about, and experience with, professional education. CEC hopes to encourage large numbers of qualified students to measure themselves against the requirements for possible entrance into the teaching profession. Even for those who choose not to teach, CEC can contribute to the pupil's understanding of the fundamental profession in American life.

The new clubs are expected to provide an array of realistic, first-hand opportunities to learn more about teaching. Observation and participation under the guidance of selected teachers in elementary and junior high schools will be advocated. Other activities include observing special demonstrations of teaching; visiting college and university schools of education; visiting reading, speech and other special educational clinics; planning and participating in career days; inviting student teachers, new teachers and older teachers to describe professional experiences; observing the work of specialists in education; visiting and observing professional organizations at work; and investigating the literature and audio-visual materials that relate to a professional career.

College Prep Students Invited

It is suggested that small schools, having relatively fewer students considering careers in teaching, enlarge club membership to include college preparatory students who display interest in studying any of the several major professions. The scope of club activities will then be expanded to include information and experiences relating to a variety of professional fields.

Educational Clubs Launched

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As CEC units develop throughout county and city areas, it is anticipated that regional activities may be inaugurated. At the present time statewide events and over-all student organizational structure are not contemplated.

CEC clubs must have the backing of a continuing sponsoring organization. Under present policy, sponsoring organizations may be local units of the California Teachers Association, California Student Teachers Association, and affiliates or associates of CTA. Established statewide educational fraternal groups may also act as sponsors. Sponsoring organizations will maintain a standing committee to provide for the continuity of a high school unit, arrange for chartering, and generally assist the leadership of the CEC club.

Local Sponsorship Required

Before applying for a charter, the prospective club will obtain permission of school officials to establish the organization. Arrangements must be made for a faculty representative or adviser and a constitution. There must be a minimum of ten charter members. Each club selects its own distinctive name. A committee of the sponsoring organization, a faculty group, or the high school administration may initiate application for a CEC charter. Application blanks and other informative material can be obtained from state or field CTA offices in San Francisco, Chico, Fresno, and Los Angeles.

CEC organizers will need to consider and solve at the local level some of the following problems: selecting and rotating competent advisers; deciding on financial support for the organization; determining membership qualifications; developing interest in the project among a significant portion of the faculty.

A high school organization for students interested in becoming teachers is unique inasmuch as its student member is surrounded daily by practitioners who are examples of the profession he hopes to enter. No other professional group has this opportunity or is faced with such continuous responsibility. California Education Clubs with the support of local professional people can become an effective instrument in the selective recruitment of teachers.

May Retain National Affiliation

In planning the California Education Club program, attention has been given to its relation with the National Education Association's FTA. FTA clubs have been established for several years in a few California high schools. Those clubs, having previously affiliated with the national organization, may continue such a relationship and also request to become a unit of CEC. New CEC units may decide to affiliate with national FTA and appropriate recognition will be provided on the chapter charter.

General guidance of the new program has been placed with the Commission of Teacher Education and Professional Standards. Actual organizational details and the chartering function will be in the hands of CSTA. Requests for information and literature may be addressed to CTA, 693 Sutter Street, San Francisco 2.

—Charles Hamilton



San Carlos high school senior discusses selection of a college with her adviser. Although selection of teaching as a career is an aim of California Education Clubs, opportunity is provided for comparative study.



Sequoia high school students visit nearby McKinley elementary in Redwood City to observe instructional practices. Below CSTA members confer with a Burlingame high school student interested in a teaching career. Photographs by White and Gibbs, Stanford Studios, San Mateo.



They "Rassled" With Two R's

Fresno County Language Arts teachers complete framework on oral and written English

STUDENTS dislike English as now taught more than any other subject.

Teachers in the language arts are confused as to what should be taught and when.

Articulation of the program of English teaching between elementary and secondary schools is sadly lacking.

Fresno County teachers and administrators studied local, state, and national surveys which confirmed these shortcomings. But they were not content to ignore the weaknesses. County institute sessions arranged by County Superintendent W. G. Martin accelerated consciousness of the problems. A pre-school workshop and a steering committee did something about them.

Begin Big Task

In the fall of 1951 a panel of administrators, teachers, and members of the county board of education commissioned the county office to prepare a "Framework of Language Arts" for the elementary and secondary schools with special emphasis on a continuing program from the seventh through the twelfth grades. The workshop committee included 18 teachers and four principals, equally representing elementary and secondary levels.

Superintendent Martin appointed a county-wide steering committee a year later. Districts cooperated in granting four days of released time during the school year. Charles F. Perrott, Lars Barstad, and Arnim Weems of the county superintendent's office acted as consultants.

Four major conclusions of the workshop committee were announced soon after the study began. They included:

1. Part of the dislike of students for English was due to the fact that we were attempting to teach all of the skills to all of the students. There should be levels of expectancy establishing a minimum for the slower students, the average or general group, and those who were the more capable learners. The skills, according to these levels were to be arranged for grades 7 through 12.

Evaluation Important

2. It was the principal job of the committee to evaluate the minimum

skills in written and oral communication for each group but not to detail the methodology to be employed. It was to be assumed that textbooks, teacher training institutions and a program of in-service training would have provided these means.

3. Elementary teachers, particularly in the seventh and eighth grades, were attempting to teach too many of the intricacies of grammar which should be left to later years. This was the consensus of the secondary teachers.

4. Skills in both written and oral communication should be portrayed on charts which were to be included in the booklet to be published and additional charts were to be used on bulletin boards.

The workshop committee submitted its report to the county-wide steering committee and the county board of education for approval which, in each case, was granted with minor changes. A series of ten area meetings was held late in the spring of 1952 at which time all language arts teachers from grade seven through twelve were requested to evaluate the efforts of their peers. The feeling was practically unanimous that all teachers should attempt to make the "Proposed Framework" functional.

Fifteen of the secondary schools had the "Framework" officially adopted by their board of trustees and one school expected to incorporate many items in its revised courses. The county board of education adopted the section for the seventh and eighth grades.

Early in the fall of 1953 another series of area meetings was held to explain further the efforts of the teacher committee. At these meetings all elementary and high schools were furnished with sufficient copies of the "Proposed Framework" and requested to adapt it to their situations as soon as practicable. The secondary coordinator and the elementary curriculum director plus members of the workshop committee conducted these meetings.

The resulting booklet "Language Arts Framework" is a well-printed publication of 20 pages, 8½ by 11 inches, containing two important charts.



Contents include six areas of study: written communication, oral communication, reading, spelling and handwriting, listening, and evaluating growth in the language arts. Each area discusses basic considerations, explanations of the recommended framework, and appropriate charts.

Last spring the workshop committee conducted an evaluation of the suggested program, with an amazing 75 per cent return. Principal results of the evaluation were:

1. Almost 100 per cent stated that they had been able to make use of the recommended framework.

2. Ninety-five per cent stated that the framework had increased security with respect to the scope and sequence of skills in both written and oral communication.

Wide Usage Reported

3. Seventy-five per cent of the secondary teachers had already made use of 50 per cent or more of the items on the chart for written communication, 60 per cent of the elementary teachers reported having used 75 per cent or more of the items allotted to the seventh and eighth grades.

4. Ninety-seven per cent of elementary and secondary teachers found the reading charts helpful. Seventy-five per cent had been able to secure reading materials for different reading levels. Forty per cent of the secondary teachers were able to group within their classes, as against 65 per cent in the elementary schools.

5. Ninety-eight per cent indicated good usage of the chart for oral communication.

6. Seventy per cent had devoted more time to good listening techniques.

What I'd like to know is

Gift or Income?

Q. Our district has adopted a sabbatical leave policy granting the teacher half his regular salary while on leave. Is the money received while on leave to be considered a gift or as income? It makes quite a difference for income tax reporting.

A. So far as we can find, there is no question but that the pay granted for sabbatical leave should be reported as income. A teacher is granted sabbatical leave on the basis that his activities during that period would be of benefit to the district. His study or travel is subject to board approval, and he must report his activities. If this were not so, the payment would constitute a gift of public funds and board members could be held personally liable in case of a taxpayers' suit.

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Pregnant Thought

Q. Our board is considering adopting a policy regarding the future status of the pregnant teacher in our district. We have been asked for an expression of opinion on this matter from the teachers association. What are the trends in regard to district policies on this matter?

A. About the only predictable trend regarding the future status of pregnant teachers is motherhood, but I'm sure that's not the subject of the policy being considered by your board. Like some other boards, yours undoubtedly has decided that a specific time in the period of pregnancy should be set at which the teacher should be relieved of her duties.

Some districts have definite policies requiring the teacher to take voluntary leave for a specific period prior to the anticipated birth, usually four to six months. Others have avoided such definite policies, feeling that the health of the teacher and her fitness to continue service should be judged in individual cases.

Still another practice followed by some districts has been to adopt a policy which is indefinite and gives the administration discretion in deter-

mining when the teacher should be relieved from her classroom duties. Such policies usually specify that the determination will be based upon her fitness and the convenience of the district. This allows for setting the date at the break of semesters or other adjustments which would not be permitted under rigid policy.

I find very different attitudes toward continuance of pregnant teachers in the classroom. Some districts feel that presence of the teacher up to the last reasonably safe date is advisable as part of the education of children in the normality of childbirth. Others feel that the teacher should be removed as soon as her condition becomes noticeable.

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Needle in Haystack

Q. Many of us have concurred in the description of the Education Code as a "conglomeration of ambiguity." The difficulty of finding specific provisions when reference to them is important is a constant joke among educators. Is there anything we, as teachers and administrators, can do to obtain more understandable and "findable" codification of our school laws?

A. The way has been opened but the next step is yours. The California Law Revision Commission has been established by the legislature. Its first task is a review and revision of the Education Code. The chairman is Thomas E. Stanton, Jr., a partner in the firm which serves as CTA legal counsel.

This commission is directing its attention to clarification of ambiguous sections, repeal of clearly obsolete sections, reconciliation of conflicting sections, repeal of temporary and unnecessary sections, and more logical arrangement of the Code.

The CTA and its members have been asked to submit recommendations for possible amendments falling in one of the above categories. If you, or any other readers, know of sections which should be repealed or clarified, send your suggestions to the Journal and we shall see that they are given to the Law Revision Commission.

Some questions answered by

HARRY A. FOSDICK

Can We Suspend?

Q. I think it is essential that the CTA and NEA regulate the professional conduct of their members just as the medical, dental and legal professions have done. I know something of the work of the ethics commissions, but does CTA have any disciplinary procedure such as a recommendation that a teacher's credential be suspended for unprofessional conduct?

A. Much of the operation of the ethics commissions is based on the belief that the profession is assuming responsibility for the conduct of its members. The commissions cannot revoke or suspend a teaching credential; that is the authority of the State Board of Education. However, the commissions can place a report in the hands of the State Credentials Commission, and that report, if adequately documented, could serve as the basis for credential revocation or suspension.

In short, there is nothing to prevent the ethics commissions from making a recommendation. So far as the association itself is concerned, there are full provisions for expulsion of a member from the CTA. Rule 19 of the CTA Standing Rules spells out the procedures which must be followed. These protect the rights of a member, guarantee him the opportunity to cross examine his accusers and to examine and answer all evidence. After such complete hearing, the State Ethics Commission can recommend that the member be expelled, and the State Board of Directors makes the final decision by written ballot.

This is a serious matter, not a mere saving of \$12 per year to a teacher. Notification of employing authorities throughout the state that such action has been taken would tend to prevent his obtaining another position. Dismissal by his present employers would be supported by the action of his own profession in expelling him from membership.

In short, we have created the means to take strong disciplinary action against unprofessional members. We have matched this procedure with the means to protect professional members from unprofessional treatment.

HANDS ACROSS THE SEA

Helen Thomson

**A Santa Barbara high school
class in social studies uses
a home movie to show German
youth what America is really like.**

A SENIOR social studies class at Santa Barbara high school made a motion picture.

The students were disturbed by the fact that many Europeans held distorted ideas about American life, partly due to the unfortunate selection of B movies for distribution abroad. The question arose "Is there anything we can do about it?" As a result of the ensuing discussion the class decided to make a movie of student activities showing how young people of many different economic, social and racial groups work and play together in cooperation and friendliness, and emphasizing an appreciation for their good fortune in having so many opportunities to learn and apply the spirit of democracy.

Class Gets Organized

All this took place one December day shortly before Christmas vacation, 1952. One boy, Floyd, owned a Revere motion picture camera (16 mm). Bill thought he knew a lot about script-writing. Sally could do any art work that might be necessary. Liz became the bookkeeper and treasurer. Phyllis

kept minutes of sorts, especially keeping a list of ideas as they sprouted. But how could we pay for film and other equipment?

A committee waited upon the principal to request his approval of the project and then went to the finance committee of the student body. Although it was a little difficult to convince that group, the members finally agreed to present a recommendation to the student legislature that the student body underwrite the project to the amount of \$300.

Meantime we were making a list of all the things that should be shown in the film. Samples of opinion were taken by interviews with many students. Heinz, one of the three American Field Service scholars from Germany who attended our school, had considerably more photography experience than anyone in the class and he was immensely interested in the idea. So we invited him to be director and chief photographer, with Floyd and Bill as assistants. We held a script contest among the members of the class and made a working outline for the guidance of the photographers. The title

was "Exchange Students in an American High School." We kept the script very simple.

Students Bear Costs

Filming took three months and cost \$289. All three German boys appeared singly and together in a number of scenes along with Oriental, Negro, Indian and Caucasian members of our student body. All but a very few of the scenes were unposed and unrehearsed; in fact, large groups of students often were entirely unaware that the camera was focused upon them. The result was pleasing and convincing naturalness throughout.

All the students were keenly interested and cooperative. Only one part of one scene had to be cut because someone "mugged." We exposed 1800 feet of film. After cutting and editing, the picture contains about 800 feet and runs 22 minutes at sound speed.

Martin, one of the AFS scholars who was in the radio broadcasting class, asked if he could prepare the musical accompaniment. This he did with the assistance of the radio class editor, and the result was recorded on tape. A



CAMERA CREW prepares to film the publicity posters displayed in the hall at Santa Barbara high school. Teacher Helen Thomson, author of the article below, says she appears "somewhat more active at supervising than usual." Photos by David Muench.

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committee of three from the original class wrote the final narrative, copies of which were made in English and German.

In June the movie was ready for its world premiere. Members of the class arranged for the pay assembly, the proceeds from which would pay for the duplicate film which would be sent abroad. The picture had become so important to the school as a whole that we wished to keep the original here. We also hoped to clear enough to be able to return some money to the student body fund. One committee made advertising posters, another took charge of ticket sales. Liz's accounts balanced at the end of the term and the student body was partially reimbursed.

It was impossible to send the completed product to Germany with the boys, but it finally arrived in Europe in January of this year. It is in the custody of the American Field Service chairman in Stuttgart, who is supervising its circulation from Martin to Heinz to Gene and then in turn to four other former AFS scholars who have attended Santa Barbara high school.

Movie Great Success

An idea of the immeasurable value

of such a picture may be gained from this excerpt from Martin's most recent letter:

"The movie that was taken about SBHS has reached Germany now. I was the first to receive it and to show it around. Dr. Galatti and his secretary brought it to Stuttgart when visiting in Europe. In Stuttgart the premiere of the film took place when I showed it to the AFS students of the State Baden-Wurttemberg. Since then I have shown it in Schwenningen about eight times—in schools, before Parent-Teacher Associations, etc. It has been praised a lot by the people who saw it and the papers brought out some good stories about it. As soon as I have shown it in my area, it will go on to Gene and Heinz. The movie is surely doing more for international understanding than I ever could in my speeches and tellings about America because it appeals to people. They see something and therefore they are convinced immediately while they know that what they see here is no propaganda. I am very proud of my American high school and of Santa Barbara. I could use the movie very well in my propaganda for the AFS summer program, which is coming along fine."

When we raise our
"acceptance quotient"
we may be able to
invite better learning,
says this teacher . . .

A PROBLEM IN DEGREE

William Plutte

A FRONTIERSMAN shouted in the middle of a brawl, "If they ain't for ya, they're agin ya!" In the case of education, along with educators, "they are either for us, or agin us." Rarely are there neutrals in our never-ending struggle to raise the standards of every phase of education.

Then, how do lay people choose sides? Never has the cliché been so true as now: "I only know what I read in the newspapers." Only through the medium of public relations do most people draw their conclusions. When they read that the findings of some committee "indicate" a lowering of teaching standards, they are easily led into believing the statement entirely factual.

Of course, after the accusation there is a veritable deluge of publicity to the contrary; but it is usually the first reaction that remains the most constant. A defensive move follows the publicized depreciation.

Plain Talk Best

Non-gobblygooked public relations explaining happenings in our schools are the best methods of combatting contrariwise theses.

Until we assume that responsibility there is some basis to the assumption that the public is uninformed.

The facts are simple; we do things in our schools, the public should under-

(Continued to page 30)



HIGH SCHOOL HI-LIGHTS, a 15-minute weekly production arranged by the broadcasting class at Santa Barbara high school, invited three German boys, American Field Service Scholars, to be guests. This scene was included in the movie made by the social studies class.

Will C. Wood, School Statesman

Jeanette A. Vanderpol

II

THE high schools of California had been the step-child in the state's family of schools. Not until 1908 did they receive state apportionments. District support varied shockingly. But the financial problem was only one of many difficulties.

Will C. Wood was appointed California's first commissioner of secondary education in 1914 because of his record of courageous and thoughtful action. His talent for obtaining change without unnecessary conflict was also essential in the new position. No more precarious assignment could be given to any California school man of the time.

Lacking a state office to set standards, secondary schools had courses or whole programs accepted or rejected by university inspectors. Luckless students of schools not on the list had to take examinations for admission to the university, for their diplomas were not accepted. Moreover, each high school was legally required to offer the course leading to university admittance.

Principals quailed before university demands on the one hand—and before parents and students demanding more practical courses on the other hand. Other groups were demanding “post-high school study,” adult education courses, trade and vocational courses, and a galaxy of new subjects.

High Schools Had Problems

Principals were under fire for not enforcing the state law forbidding

This is the concluding installment of a biographical sketch of Will C. Wood, eminent educational leader in California. First installment appeared in the October edition. Author is Dr. Jeanette A. Vanderpol, director of student teaching at Chapman College, Los Angeles.

“secret societies” but could do nothing about the problem individually.

Communities were up in arms about scandals in the athletic programs—traceable to the hiring of “ex-pugilists and broken-down wrestlers” to teach physical education. There were as yet no standards for physical education credentials, although other high school teachers were required to have five years of college study.

At the annual convention of the High School Teachers Association, a Pandora's box of troubles inevitably opened. The “classicists” who desired high schools to prepare the few for college fought the “modernists” who wanted high schools to serve all the children of all the people.

Here, too, Professor Cubberley and his associates urged that the first two years of college were more like high school than advanced study. Therefore, new “junior colleges” should offer locally the first two years of study. The university would then be reserved for advanced study toward the learned professions. Professor Lange and others wanted the junior college, too—but one which would offer semi-professional training and serve as a “community school.”

Debate on Junior Highs

Another issue debated regularly in the High School Teachers Association was that of the worth of the new “junior high schools.”

Repartee and debate were often sharp; groups were clearly divided. Classicists would decry the newer courses as “bread-and-butter studies.” Professor Lange was once moved to quip about “professors’ minds, which

This picture, taken about 1925, shows Will C. Wood shaking hands with teachers at a state institute. He was a dynamic and popular speaker before groups of educators. L.A. Illust. Daily News Photo.



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are sharp as a razor's edge, and just about as broad."

To Commissioner Will Wood, as he studied the secondary school situation, another of Lange's dry comments seemed most accurate: "The California school structure erected during the last century, is an irregular pyramid of three boxes, the tops and bottoms of which are perforated in order that the more acrobatic students may vault from the known to the unknown—and their teachers above and below may exchange maledictions."

In his meetings with the High School Teachers Association, and in his first official reports, the Commissioner took a stand.

Wood Studies Problem

"Ninety of every hundred do not go to college. It is the duty of the Commissioner to look after the interests of the ninety as well as the ten . . . to stand for a secondary school system which will perform all of its functions . . . that will offer an appropriate education to all of its wards regardless of location or kind of aptitude."

To the classicists, he pointed out, "Plato's course of study may fulfill an ideal purpose in an ideal state but California's courses of study must fulfill real purposes in a real state. We are educating 65,000 young people not to become 'philosopher kings', but active citizens in a modern republic."

In an earlier speech, Wood had remarked, "It is well for the leader to ascend Mount Sinai and see visions; but he must bring down the Tables of Stone and interpret them in terms of present facts and conditions." Now, as Commissioner, Wood followed his own doctrine.

Wood's method of supervision also set a precedent for state office service that stimulates, coordinates, and gets "decisions made by those concerned."

He promoted the Interscholastic Federation which was to solve the fra-

ternity and other problems. Later, he organized the Affiliation Committee, in which college and secondary representatives, for twenty years, kept the peace regarding high school courses to be accepted by the university.

Recognizes Principals

The Commissioner obtained legislation permitting the annual convention of Secondary Principals. This organization was of immeasurable value in the next decade—a period in which secondary school population increased by six hundred per cent.

Annually, secondary principals reported the several improvements being tried in each locality. Cooperatively, the secondary principals worked out statewide standards for junior high schools, established statewide requirements for high school graduation, and decided upon emergency financial legislation from year to year.

Regularly Commissioner Wood channelled secondary school requests to a state board or legislature or to CTA's State Council of Education. Only three years after he took office, the High School Teachers in formal meeting voted a "Resolution of Thanks" for a half-dozen much-needed legislative changes.

Sees Chance for Junior College

A new Federal law permitted return to the states of sizable royalties from mining on Federal lands within the state—provided the state would reserve the funds for either education or roads and would match the amount. Wood seized upon this opportunity to secure funds for the junior colleges. He drafted and lobbied through the legislature California's basic junior college law. That law is still in operation. Wood's ideas of junior college service were modern as today's; they included both Cubberley's and Lange's designs.

With this impressive list of accomplishments, the increasingly popular

Wood easily won election to the state superintendency in 1918.

But Superintendent Wood, when he took office January 6, 1919, found serious problems endangering the whole school system. During World War I, industry had drawn hundreds of teachers from their low-salaried posts. Many rural schools were closing for lack of teachers and funds. Class sizes doubled. Normal schools and departments of education in the colleges were losing enrollments rapidly. Buildings, unmaintained during the war, needed renovation and replacement.

School Problems Staggering

The legislature responded to the emergency by appointing an investigating committee. Led by Senator Herbert C. Jones, this committee held hearings to obtain opinions of labor, teacher, parent, and civic groups. Professor Cubberley summarized the findings in a classic outline of a well-organized school system. The legislature accepted the "Jones Report" respectfully and proceeded to allot to each high school pupil \$15 of state moneys! To elementary pupils it assigned only \$20. Districts could not raise the funds necessary to retain teachers of quality.

Wood had always resisted penury in school matters on at least two counts. One he expressed by noting, "We have learned to recognize Big Business, Big Military, Big Government, Big Construction projects. We must face the fact that the time for Big Education is also upon us."

Another point he cited repeatedly in his lecture on "Schools as Burden-bearers." "Is there a moral or social or economic problem in our society? Various agencies play with a problem for a while and then call it a matter for education. Schools are ever the salvation. But remember that the slogan 'salvation is free' applies to the pupils, not to the teachers. The same Scripture declareth that the 'laborer is worthy of his hire.'"

Proposes Initiative

At the Superintendents' Convention, early in 1920, Wood suggested the financial problem be taken to the people. Never could a school system develop properly when finances were dependent upon legislative whim.

The Superintendents' Convention sent Mark Keppel, the doughty superintendent of schools of Los Angeles County, to solicit the support of the

BIOGRAPHICAL SKETCH . . .

Will C. Wood was born in Elmira, Solano county, California, December 19, 1880, son of Emerson and Martha Jane Wood. Student at Stanford 1900-01, UC 1906-09, Michigan 1913, M.A. at USC 1919. Married Agnes Kerr in 1905; his 48-year-old son Willsie W. Wood is vice-president of Transamerica Corporation. Principal at Fairfield 1901-06; Wilson School, Alameda 1906-09; superintendent of schools, Alameda 1909-14; state commissioner of secondary schools 1914-1919; state superintendent of public instruction Jan. 6, 1919-27; state superintendent of banks 1927-31; vice-president and manager Oakland Branch, Bank of America 1931-39; member advisory council Transamerica Corp. Regent University of California 1919-27; secretary California Teachers Association 1908-09; president National Council of State Departments of Education 1919-20, lecturer in education Columbia Teachers College 1917, Stanford 1920-21, USC 1922 and 1927-31. Republican. Mason. Contributor to Sierra Educational News and other educational journals. His home was in Piedmont, where he died May 15, 1939.

CTA Council of Education. That group responded by setting up a committee, co-chaired by Wood and Keppel, to place before the people a constitutional amendment which would require the legislature to provide certain fixed amounts for school support, yearly. One dollar was to be collected from each of the 20,000 members of CTA to pay for campaign expenses.

He Outlines Issues

Wood wrote the "Primer of School Finance," an attractive and readable brochure, designed to give the facts to the public. It gave the facts of dwindling state support, of inadequate teacher salaries, of schools closed, and of amounts needed. It presented in large letters, the principle involved, "Collect the money where the income is; spend it where the children are."

Then the Primer explained the proposed Amendment No. 16. It listed as parts of the state's system of public schools: elementary, secondary, normal and special schools; and the state university. It stipulated \$30 as the state's annual share for each pupil. It required districts to furnish \$30 more for each elementary pupil and \$60 more for each secondary student. It reserved 60 per cent of the funds for teacher salaries.

Teachers labored to obtain preliminary signatures to place Amendment 16 on the ballot. Bulletins from Wood's office exhorted all to "take to pen and podium and printer's ink. Close no meeting until this amendment has been discussed." Leaders such as Keppel, Wood, Jones, and Cloud carried out speaking schedules in which they presented their case to three or four audiences daily.

Public Schools Week

Then came help from an unexpected source. Charles Albert Adams, 1920 Grand Master of the state's Masonic organizations, came to Wood with a proposal for a Public Schools Week as the Masons' public service project for the year.

Adams' offer was eagerly accepted. The Grand Master sent out excellent outlines for discussion programs and short speeches. Wood's office sent to each Masonic group the "Primer" and other information.

In September, the Masons brought to hundreds of communities the facts underlying Amendment 16. Discussions mounted to a new pitch of interest and resolve.

When election results rolled in, a month later, the aroused citizens had voted, by a majority two-to-one, to add Amendment 16 to the state constitution. California schools had won financial security.

Public Schools Week had proved itself. It remains as a valuable tradition, after these many years.

Superintendent Wood's work now gathered even greater momentum. There was legislation to promote—on teacher retirement, tenure, salaries, on state office reorganization, on certification; on state allocations to districts.

Teacher Education Promoted

Normal schools were converted to degree-granting colleges. Universities and colleges were needled into providing laboratory schools for student teaching. New college courses were arranged to prepare teachers for new high school subjects. Summer school enrollments swelled. Regular meetings of the Council of College Presidents was originated.

Rural supervision was strengthened. Permanent committees on textbooks, credentialing and curriculum were organized. Special curriculum surveys were carried out. Compulsory education laws were passed and attendance offices initiated.

New types of supervision were added to the state office service. Wood consistently chose men of exceptional caliber for this work—several of whom have made national reputations in their fields. One of Wood's most significant appointments was that of Miss Helen Heffernan, now an international figure in elementary education.

Superintendent Wood's re-election in 1922 was, of course, a foregone conclusion. It was a personal, not a party victory. All of the other state officers of that year represented a conservative point of view. The governor's inaugural speech stressed "economy" and opened battle on school groups in general and upon Will Wood in particular.

Wood responded with his usual tactic: "Get the facts to the people." From platform and through the press, in the next four years, he earned his title, "militant leader of school forces." School affairs have seldom rated so many headlines as, week after week, governor and school superintendent attacked and counter-attacked with facts, figures and, sometimes, with flagrant accusations.

The Superintendents' Convention "formally resolved" that their confi-

dence in Wood was unbounded. CTA forces gave support on every occasion. A NEA convention introduced Wood as an "educational torchbearer" of the category of Horace Mann and Henry Barnard. Citizens chortled over "the fightinest, talkinest, movinest superintendent we've ever had."

Each subtle and long-range effort made by the governor's forces to circumvent Amendment 16 and deprive the schools of its benefits, the watchful Wood and CTA leaders countered. Three such attacks were settled by decision of the Supreme Court. Only in matters pertaining to state college budgets did the schools lose any of their gains.

Fights for Principle

In matters of cooperation with the state board (which was appointed by the governor) Wood was less successful in the administration-long duel. Wood appointed college presidents. The board refused to approve because candidates had been unfriendly to the governor. Holding out for the principle that such appointments are not subject to partisan politics, Wood kept the colleges under acting presidents. His precedent has made the principle of non-partisan educational appointment an accepted one in California.

Another of Wood's responses to the hostile administration is a unique bit of state political history. With a handful of other liberal legislators, journalists, and citizens, he sponsored the "Progressive Voters League." That small group was to be the nuclear force which exploded in the next election, bringing to state office the only "come-back" of Progressive leaders in any state during that period of conservatism of the twenties.

Two schoolmen, Will C. Wood and C. C. Young, were major spokesmen for the League. That small but militant group kept before the public the "sins" of the Richardson administration. By the time election neared, both Wood and Young were much mentioned as candidates for the governorship. At the election, Young was elected governor and the public fully vindicated Wood's aggressive stand by electing him with a tremendous majority in the primary.

Resigns in 1927

Wood had regularly refused tempting business offers. Two years earlier, he had declined an offer to become the well-paid chief of Pennsylvania's

WHAT ABOUT EVALUATION?

Four "don't's" to remember in regard to teacher evaluation procedures

1. *There is widespread interest and activity in the development and improvement of personnel evaluation procedures among teachers and administrators throughout California.*
2. *There are no final answers.*

Any CTA field representative will attest to these two declarations on the basis of their contacts with hundreds of school districts. It is because of this widespread interest and frequent requests for aid that the statewide Joint Committee on Personnel Procedures has made the subject of evaluation its next major concern.

Even without such positive answers, field staff members agree that enough experience has been reported now to set forth certain "don't's" which may guide local committees away from foreseeable pitfalls. But even these aren't absolute, because several districts where the "don't's" have been ignored are getting along satisfactorily. The element which is common in all such cases, however, is that the procedure has been preceded by wide participation in the planning.

Even so, seeds of trouble can be avoided by observing the following negative warnings, or by ignoring them only on the basis of wide participation and general acceptance by staff members:

1. Don't tolerate any system of secret ratings!

An evaluation filled out by the principal or supervisor and not shown to and discussed with the teacher has no value as a means of improving instruction, or even as an accurate measurement. Its only function is to shift responsibility from the superintendent to the principal or other evaluator. No evaluation should go into an employee's file which has not been shown to the employee. Nearly all recently adopted evaluation programs require that the evaluation summary be accompanied or followed by conference with the evaluatee.

2. Don't rate by comparisons.

Probably a majority of all evaluation

instruments are of the long or short check-chart type, in which the evaluatee is judged on a number of qualities and skills. It is common that the scale for rating carries the range of "Outstanding—Superior or Above Average—Average—Below Average—Weak."

Districts with such rating classifications generally require that to be granted tenure, a teacher must be rated superior or above average in all items, or at least in the over-all evaluation. One district even required its principals and the personnel director to rate all personnel in descending order, with tenure going only to those above the median. Thus a kindergarten teacher and a high school football coach might be competing for re-employment.

If it is not already true, the teaching profession certainly should look immediately toward the day when far more than half the teachers are sufficiently expert to qualify for permanent career positions. A general rating of "competent" should suffice, with no reference to "average" teaching. The latter tends to lose all meaning in practice anyway, and becomes ridiculous.

Judgments of "Outstanding—Competent—Inadequate (should improve)—Weak (must improve)" give the desired picture. Only "Outstanding" is comparative and the meaning is not so dependent on a mythical average.

3. Don't consider any procedure final.

Some plans work well because all those involved had a hand in planning them. The planning procedure itself is a vital element in creating the team spirit. Weaknesses in operation will be discovered where human frailties are concerned. Some will fall into bad habits. New personnel will enter the system and others will change roles. For these and other reasons, continuing or periodic re-evaluation of the appraisal

schools, saying, "The school situation is such, I feel I cannot leave now."

The physical and financial demands of the last four years had been exorbitant, however. The schools' welfare was no longer threatened. Wood resigned from the superintendency and took the position of state commissioner of banks, at exactly twice the salary.

"Will Wood," as many said after the first surprise and consternation, "had done his share." His design for schools was no longer only a blueprint but well into the building stage.

The foundations of the system—school finance, school law, and public understanding—Wood left stronger than ever before. The system's service agencies—state office and teacher-education institutions—had been transformed and clarified as to function. Toward a complete pattern of school offerings Wood had labored prodigiously: to improve elementary school curriculum and supervision; to establish new and renovate old secondary institutions; to modernize and coordinate the work of institutions of higher education and to coordinate the programs of each with the rest of the system.

The public memory is short. Many California teachers, students, and citizens scarcely recognize the name of Will C. Wood today. But, as has been shown at the polls repeatedly, Wood's rational design for schools has become, in the minds of citizens, a permanent expectation—an expectation that politicians disturb at their peril.

After a crippling illness struck Wood in 1933, the school friends were those he most enjoyed; he seemed to draw comfort in reminiscence about the two decades in which he had pursued worthy projects with great courage and rare comradeship.

Honored at Death

When Wood died, in 1939, the Senate recessed "in honor of Will C. Wood, splendid and capable citizen, long and courageously identified with public welfare." Both in services rendered and in recognition received, many of the dreams of the Solano county farm boy had been realized.

Continuing a series of biographies of educational leaders, the CTA Journal will publish the story of Ellwood Patterson Cubberley (by A. D. Henderson) in the December edition. The story of Mark Keppel will follow in a later edition.

system has been found a pre-requisite for continuing satisfaction.

Teachers from one community which has become noted for its pioneering in several important personnel administration practices write that the most important factor is continuous review and appraisal of the program by the whole staff. Each year a committee studies, works, receives suggestions, and then makes recommendations to the superintendent and board for modifications. "This continued study and revision keeps us from slipping away from the major objective of improved services in operating the program," they say.

4. BEWARE of check chart dangers.

Many local committees have adopted check charts and are finding them satisfactory. However, they contain certain basic weaknesses which should be remembered:

- a. A check chart gives a false appearance of objectivity when, in fact, nearly all evaluations of teaching competence are subjective. Some authorities urge that this false impression be avoided.
- b. The tendency to judge the general picture by the average of ratings on individual items causes confusion when an employee is rated high in all but one or two categories, yet is so weak in those qualities that dismissal is justified. Check charts, in these instances, are deceptive, and may cause needless resentments.
- c. Just as parents complain about the wide variance in standards used by teachers in pupil grading, so teachers complain about the inconsistencies among various administrators who rate teachers. Narrative comments reveal the standards of the administrator and the basis of judgment, whereas a check mark does not.
- d. A check chart cannot give maximum assistance toward improvement of services without supplemental narrative suggestions.
- e. Each item in a check chart sometimes becomes a potential source of debate and misunderstanding between the rater and the rated. If these differences are fully discussed, this may not be bad. If they are permitted to be sources of smoldering resentment, damage to morale is increased rather than diminished by the appraisal.

—Harry A. Fosdick
Secretary, Joint Committee
on Personnel Procedures

Kingsburg's Favorite Sons

Irma Davis

BECAUSE Kingsburg is known as a Swedish town, it has long been said that to get along there it is necessary to have a "son" at the end of one's name. In this respect, both Rafer Johnson, the most famous athlete the town has produced, and his track coach, Murl Dodson, can qualify, though neither lay claim to Swedish ancestry.



Coach Murl Dodson with Rafer Johnson, third place winner in National Decathlon at Atlantic City last July. Kingsburg Recorder photo.

But the Swedes are glad to take a back seat when it comes to their "Rafe" and they are proud to know that all over the nation their town's name is familiar to readers of sports pages as the home of third place runner up in the National Decathlon Championship meet held last July in Atlantic City. Before that Rafer made the front pages when he won the state high school decathlon and broke records in the 100 meter, the discus throw, the high jump and the 110 meter high hurdles.

Had it not been for the careful coaching and the deep interest of Coach

Dodson, however, this star athlete might have been perfectly content to play football and basketball and help his teams to win honors. Dodson said he first noticed the boy had possibilities when he watched him perform with other junior high students in the annual Kiwanis "Kid's Day" track meet. It was not until Rafer was in his junior year in high school and the Reverend Bob Richards came to town for a speaking engagement that actual track work was started. After he spoke at the Father and Son banquet, Richards went out to the track and watched the local high school boys do their stuff. He pointed out Rafer as a boy with great decathlon possibilities.

Scholar-Athlete

Coach Dodson enjoyed working two or three hours after school each day to get his boy in shape. Being an A student, with a life membership in the California Scholarship Federation, Rafer had the habit of listening closely to instruction and was quick to make use of any advice. He liked to try new things and displayed great enthusiasm combined with an humbleness of spirit that won him friends among the boys who worked with him to create competition.

That the town believed in these two was shown when people dug deeply into their pockets and raised a thousand dollars for airplane tickets and expenses for the trip to Atlantic City. They knew that if Coach Dodson said he had a chance it was so. They turned out for a welcoming home that was so genuine it could never be doubted that they believed their money was well spent.

Because of poor track conditions and weather that, as Rafer said in his inter-

"SAMPLE PERSONNEL PROCEDURES," a 64-page booklet published jointly by California Teachers Association and California School Board Association, was off the press in time for distribution at the October convention of CSBA in Long Beach. The publication contains a discussion and explanation written by Mr. Fosdick as well as numerous reproductions of successfully used evaluation forms. Available at 25 cents a copy: CTA, 693 Sutter St., San Francisco 2.

view on the platform at the celebration, "Didn't know whether to be hot or cold," he did not break any national or world records.

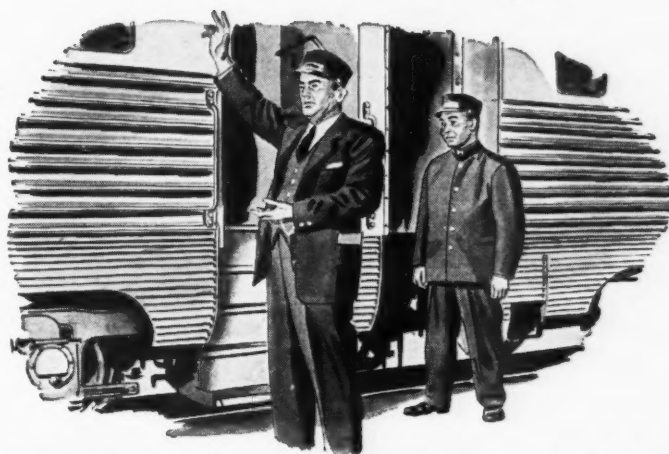
Coach Dodson, will follow Rafer's college career with deep and sincere interest, but his eyes light up when he mentions another boy, a sophomore by the name of Clarence Treat, who shows every promise, except speed, of breaking some of Rafer's records. Meanwhile, colleges need not bother trying to lure Kingsburg's track coach into greener pastures. He is a man who knows when he has found the place in life where he can serve best. He once did full time coaching, but he prefers doing as he does now, teaching world history and economics, working in YMCA and other varied activities and devoting only a part of his time to coaching. Before coming to Kingsburg in 1938 he taught and coached in Parlier and Taft. He graduated from Taft high school and from the College of the Pacific. He is married and has two sons of high school age.

Like his coach, Rafer is not just an athlete. Throughout his high school career he took part in all his class plays and operettas and sang in the school chorus. He was a faithful church member and held down a part time job. In his senior year he was student body president. He plans to take up dentistry at UCLA, but of course he will keep on with his athletics. Whatever his future, the people of Kingsburg often express their sincere belief that he can never be anything but a credit to their town and to his coach.

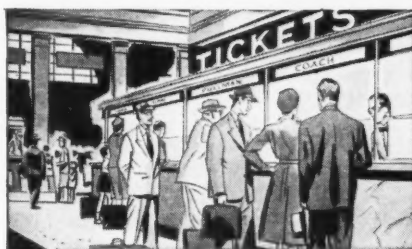
IN A NUT SHELL—Dean Francis Keppel, Harvard University, on the current teacher shortage, puts it a new way: "If we assume that teachers should be college graduates, that the probable average number of students per teacher should be around 30; if we use the latest population estimates; if we assume the normal turnover in the profession and if we assume that all four-year colleges turn out the same number of graduates hence, then **HALF OF ALL COLLEGE GRADUATES OR MORE** will be needed for teaching."

PUPIL COSTS—For 80 large cities of 100,000 population or more, current expenditures per pupil vary from \$134 to \$395. This is a daily expenditure of from \$1.21 to \$1.68 per pupil. For 110 small cities of 2,500 to 10,000 population, the cost ranged from \$97 at the lowest level to \$676 at the highest. This information comes from publications issued by the U. S. Office of Education.

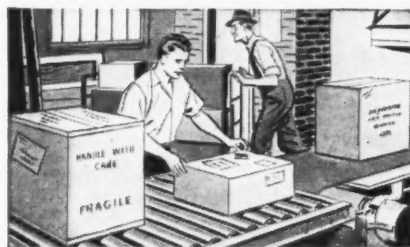
How this skilled backstage crew helps the railroads give a smooth performance



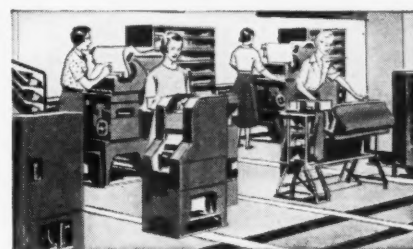
The conductor in charge of a crack streamliner . . . the engineer who "drives" the railroads' powerful locomotives . . . and the men in freight yards who control the movements of giant freight cars with tiny levers and switches have fascinating jobs. But backstage, in railway offices and stations, are other men—and women, too—who handle jobs just as challenging and just as vital to top railroad performance.



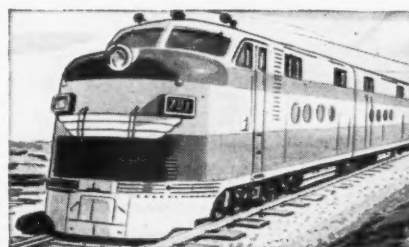
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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 15.

Verna R. Johnston



Operation Mosquito



A junior college biology class uses scientific facts to promote an important social improvement

WE stumbled into this quite accidentally. Discussing diseases one day in my junior college biology class, I happened to mention that polio and encephalitis symptoms were often so similar as to be inseparable without a lab test. A number of the students had known Bob Heck, College of the Pacific football star, who died several summers ago of what was originally thought to be encephalitis and later reversed to probable bulbar polio. Despite this and the valley encephalitis epidemic of the previous season, I could see blank looks on most of the faces when the disease was mentioned, so pulled a medical book from the shelves and began to read slowly:

"Name—encephalitis

Cause—virus

Carrier—a certain mosquito, *Culex tarsalis*

Symptoms, chances for recovery, treatment, etc."

Most of the students lived in or around Stockton, and when they discovered that this incurable disease with its dreaded after-effects — paralysis, mental retardation, perhaps death—was endemic to their valley, were first worried and then puzzled. Two questions came to the fore. "Why don't we

get rid of encephalitis? Since mosquitoes carry it, why do we put up with mosquitoes?"

Anti-Insect Campaign

The answers came quickly. Anti-mosquito groups had several times tried to convince either the County Board of Supervisors or the Stockton City Council that Stockton should join a mosquito abatement district, only to be voted down by a farmers' bloc or a council which termed such expense a waste of tax money. If someone could convince the people of Stockton that it was worth a few dollars annually to keep mosquitoes under control, the battle might be won and encephalitis dealt a knockout blow.

I gazed at the thoughtful faces, skeptical frowns, hesitant chins. But a growing spark of adventure gleamed in a few youthful eyes, and the doubters weakened before the enthusiasm of the class leaders. The group decided to "give it a fling . . . no harm in trying." And so we took on as a class project, Operation Mosquito.

Study Disease Carriers

Our first step was to learn something about these pesky disease carriers—all

of us were pretty green on the subject. So I asked Dr. John Arnold, Stockton College Science Division chairman, who worked as an entomologist during summers, if he would give us the lowdown on kinds of mosquitoes found in our area, their habits, how much it costs to control them, etc. He spent an hour pouring the facts at us. We began to warm up on mosquitoes.

Student Jo Ann Coon arranged to have the director of the Northern San Joaquin County Mosquito Abatement District, Robert Peters, drop in and explain to us how a mosquito abatement district is set up, how it operates, what it costs, etc. His data, plus our questions, filled in a good many background gaps.

At this point an executive committee of ten volunteers took over to plan our next actions. They decided to get the views of our city officials on mosquito abatement. The class took on the job of interviews, and went in twosomes on off-school time. Their oral reports on the meetings were lively and various. Secretary Shirley Silvani then assembled the notes on the interviews and two previous talks by experts, and we had them mimeographed. This syllabus, along with the Bureau of Vector

Control's pamphlet on "Mosquito Control in California," provided each of us with a fund of solid information.

Start Letter-Writing

We decided it was time to start doing a little publishing of facts, so I led off with a letter to the Peoples' Column of the Stockton Record, urging that Stockton get into a county-wide mosquito abatement district. Several class members followed with letters to the same column.

At the same time we appeared before the City Council as a class and through our spokesman, Arlen Gray, urged the Council to request the County Board of Supervisors to include Stockton in a county-wide abatement district. The Council listened with interest, and the

vote to form a mosquito abatement district? Most of these children would not know a mosquito from a katydid, but they would know the leading brands of cigarettes and which has the best flavor. If they had any manners, they would make no attempts to advise their elders," etc.

Class member Eleanor Duncan's answer appeared in the next night's edition.

Objective Reply

"From a group of college students concerned only in our own individual education, we are quite proud to have transformed into a group of civic-minded individuals concerned with the welfare of Stockton and its neighboring areas.

"Our City Council is faced with many major issues and carefully analyzes each as to its importance and the demands

worked out a counter statement to clear up the false cost figures, and was down at the Record office. As a result, when the City Council's announcement of the mosquito issue going on the October ballot and the Council's opposition to it for money reasons, came out in a front page story in the evening Record, just beneath it on the same page was a big headline, "College Biology Students Dispute Mayor's Mosquito Abatement 'Facts,'" and Greene's figures and proofs followed.

Debate the Issues

Shortly thereafter, the Mayor was invited out to present his side of the issue. Our college president, Dr. Julio Bortolazzo, invited and introduced the Mayor. The class threw many questions at him, and a lively discussion went on for a good hour, probably changing no opinions, but working over many facts.

And now time was running out. It was June, 1953, and most of the class would be elsewhere when the issue was decided at the October polls. Had the project been worthwhile? In their own



Mayor assured us that they would consider our viewpoint. This incident brought the class into newspaper prominence, and next evening's Stockton Record featured an editorial headed "Education in Science and Government." It read, in part:

"The distance between a biology laboratory and municipal government may be very great, but not so great that it cannot be spanned by the interest of a group of biology students at Stockton College. Their laboratory subject was mosquitoes—the anatomy, the life history and the habits of the insects as related to man. Their study paid off in terms other than those of pure science when the students appeared before the City Council to demonstrate their interest in municipal affairs," etc.

A Critic Complains

Publicity was dynamite and class spirit soared sky high. But repercussion was not long in arriving. One local citizen, long known for his opposition to nearly everything, wrote a letter to the Record saying:

"What are things coming to when a group of children just out of their rompers appear before the City Council and tell the members that they should

by the citizens. Democracy requires opposition to bring forth new viewpoints and strengthen old, and even children on a 19 year old average (similar to our youth in Korea) can strongly oppose an issue, without rebellious impertinence, to bring it more clearly before the public scale. May we become active young citizens of Stockton, or must we remain as unopinionated parasites on the school tax dollar until we reach the voting age?" etc.

This exchange of letters elicited others from adults unknown to us, and the Peoples' Column buzzed with mosquito talk for weeks.

About this time the City Council announced that it had decided to put the mosquito abatement issue up to the voters, but stated very definitely that the Council opposed any county abatement district and quoted several inaccurate and misleading figures of cost. This statement came over the radio news broadcast the night before it appeared in the paper. By 10 the next morning, Breck Greene's committee had

words, it was "terrific"—"a lot of fun"—"the most important thing we did in biology this semester." It knit the class into a friendly social group; it put a premium on honest facts which could be scientifically backed; it forced us actually to use a scientific method of working out a real problem; it made us aware of the other fellow's viewpoint, and it gave us a reason to know each other in the companionable, respectful way that only a common aim inspires.

Triumphant Result

And the election in October? Stockton voted overwhelmingly—by a 3 to 1 margin—to join a countywide mosquito abatement district. Operation Mosquito more than achieved its objective!

A PROBLEM IN DEGREE . . .

(Continued from page 21)

stand them. The factor that is debatable is: Should laymen have to discover our problems through their own initiative, or is it our educational obligation to teach the people while we teach the children?

We come to the oft-heard accusation that we don't teach, etc. Too often we accept this assumption and defend our seeming laxness with statistics. Our favorite assertion is that so many more children are in schools today that it is

an impossibility to maintain high standards of education.

At first thought we are inclined to agree with that theorem. We know that thirty years ago a high school diploma was accepted as proof the bearer was well educated.

Minimum Qualification

Today—well, we are promoting so many "uneducables" through the various grades there are discussions on the advisability of offering special certificates indicating the recipients had physically attended school for a prescribed minimum number of years, and

though they may not be sufficiently learned to perform any but the most menial tasks, they have been rewarded for their perseverance in filling classroom space faithfully.

Must we have a general lowering of educational standards to meet the needs and abilities of each succeeding generation? Or is the lowering of our sights merely the most expedient method of circumventing a social phenomenon?

Before we assume that increasing numbers of students indicate a direct lessening of mental capacities, we must ask, why should it be so?

And, we must also ask, what is the criteria for evaluating mental abilities?

When we speak of "uneducables," we have to assume that students falling into this category have native intelligence levels incapable of absorbing extraneous learnings beyond a hypothetical, extremely sub-normal quotient. We are further assuming that an unlimited number of youngsters have been bred into a mentally retarded existence.

If such were the fact (and there is no present study that confirms this), we would be correct in our philosophy that there are hundreds of thousands of uneducables.

Jeffersonian Principle

Should we be willing to accept the concept that the actual uneducables are extremely rare, we must adopt one of two credos. The first would suffer from criticism that it would be, "Jeffersonian in principle."

This methodology would involve the teaching level in all classes be raised to the needs and abilities of the top quartiles. The language, the tests, the written and oral work would be compatible to the top group and the others would have to work extremely hard to reach the minimum requirements.

Naturally, the class participation would be confined to a limited number, and very possibly the interest of the others would be seriously damaged. However, since exceptionally few schools advocate this form of educating, no useful statistics are available to determine the end results of such a program.

To prove its ultimate success would require a sincere effort on the part of a vast number of teachers, using this technique over a period of many years.

Yet, there is an immediate program that could possibly attain success; and with greater regard to the individual. This would require a conditioning

BRIDGE THE GAP BETWEEN FICTION and FACT

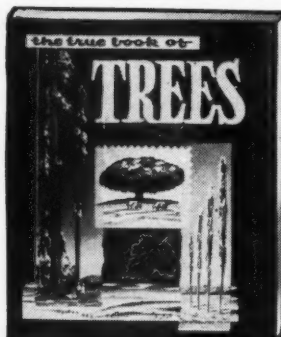


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among educators. Simply, the concept would require all teachers to increase their "acceptance quotients."

What is this acceptance quotient? It is the teacher's standard, in relation to the individual student, for accepting work commensurate to the child's abilities.

When we raise our acceptance quotient we can do much for the top student as well as for the tail ender.

Can It Be Accepted?

How then, is this done? Look upon some of your students' written work, as an example. When a youngster turns in a history paper, with words crossed out, with words misspelled, with handwriting illegible, are we not doing him a disservice by accepting it? Even though we may be satisfied with "marking him down," we have not made him use all his potentialities.

True, we can fall back on the philosophy that students have to learn to assume responsibilities. Do we develop responsibility by marking down papers, when we know the youngster can do better?

No matter how close to drill the acceptance quotient can lead a teacher, it is the responsibility of the educator to see that each student learns that worldly tasks have certain criteria that must be met. We refuse to develop this understanding when our acceptance quotient is low, and we then become hypocritical in our stated objective of teaching for living.

Education today is a paradox. While we are educating citizens we find ourselves in a situation as un-lifelike as is

possible. In all other walks of life satisfaction with a product, or a service, is a necessary objective for continued productivity.

Why then can we set our standards, and produce Grade A through Grade D or F citizens? True, abilities vary, but are we honestly efforting a narrowing of the wide spread in citizen education?

Yes, we need unskilled, menial labor-

ers, but shouldn't they have had the opportunity to recognize their utmost potentialities?

Is it not possible that some of the criticism directed to education is based on valid evidence?

When we hear the phrase, "Schools should spend more drill time on the Three R's," it would behoove us to refrain from derisive laughter, and think.

A HAPPY HOLIDAY ENTERTAINMENT

A suggestion we hope you find interesting and useful



Choral Reading

How the beloved old poem "Twas The Night Before Christmas" was successfully brought to life by 4th graders of Nibley Park School, Salt Lake City, Utah. Told here by their teacher, Mrs. Florence W. Stenoish.

Choral reading made it possible for whole class to take part. Chorus was grouped into higher and lower pitched readers and according to reciting speed. This arrangement worked nicely; voices blended well. Class chose "Night Before Christmas."

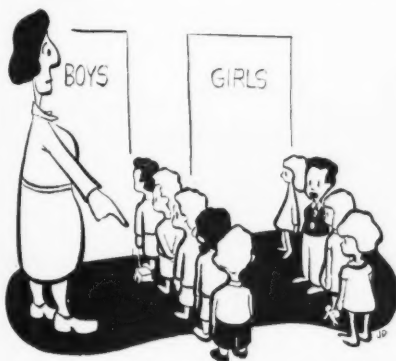
We practiced with Fred Waring's record of the poem. The singing aided children in sensing the rhythm and helped them in interpretation. Once spirit was captured, they developed idea naturally, themselves.

Pantomimers were sleeping children in pajamas and large flannel nightgown, Ma in her kerchief, Pa in his

cap, 2 sugar plums dancing prettily, moon, small boy dressed as mouse. All of these appeared on the stage when mentioned by the chorus.

St. Nick was star of show. Before arrival some of chorus rattled castanets and noise makers for clattering hooves (with increasing volume). St. Nick bounded on stage suddenly, came quickly down steps to audience, distributing lollipops to awe-struck, delighted children.

Class wanted sleigh and deer to actually fly. Some boys cut these from cardboard and strung together by black thread. 2 boys behind curtain on either side of stage (after considerable practice) pulled sleigh and deer in mid air across stage.



"Why?"

Joel S. Dvorman, arithmetic teacher at John Marshall junior high school in Long Beach, is the cartoonist who created this cartoon. The Journal will publish more of his humorous gag illustrations.



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LETTERS

from readers

Bouquets

I am amazed at the recognition given my article, "A Good Start" in the current September issue of the *Journal*. Everywhere I go I come across somebody who comments upon it or congratulates me—students in class, faculty on campus, clerks in offices at my home base and elsewhere. This is quite interesting because I have recently had

articles in the *NEA Journal* and in the *Clearing House* without any such quantity and variety of acknowledgment.

It all goes to show, probably, that the circulation of the *Journal* and its new format are causing it actually to be read instead of just filed away. Each comment, then, is a testimonial to your effective editorial and typographical astuteness. Congratulations!

Ted Gordon
Los Angeles

Bomb Carrier?

Enjoyed Landin's cartoon cover on the September issue, but I thought that

the teacher and pupils were so jittery that when they saw the stork hovering over them they thought it was a new release technique for the hydrogen bomb and were scurrying for cover.

Reg. Ogan, Principal
Salinas

Subversive Teaching

Some of us in the public schools believe that we should be more concerned than the public now is about our Communist indoctrination in the schools. As for the statement, "Some of the difficulty lies in a lack of clear definition of just what democracy is and how it differs from communism" . . . this I believe open to serious question. I know, and I hope that the majority of the people working with our youth in the public schools know, just what democracy is and how it differs from communism. For those who don't know the difference, I believe it is high time for them to find out.

As for your statement, "Evidence of subversive teaching should be conclusive before punitive action becomes necessary," you are saying that we should allow these communists to teach our young people whom we can't prove have subverted their minds. This view is—I hope—the minority opinion among teachers. The consensus of public opinion appears to be that not one communist teacher is wanted in the public's schools.

Kathryn Downey
Los Angeles

Reader Downey overlooked two sentences in "Cordially Yours" for September. One discussed "PUBLIC CONCERN over Communist indoctrination in the public schools" and preceding the reference to definitions. No inference was intended regarding the *TEACHER'S* understanding of democracy and communism. We agree heartily with her last sentence and said so in our editorial: "We (must) single out and reject (as a profession) those rare misguided individuals who teach communist doctrine". We sincerely hope that such rejection will be done judiciously and fairly, not in hysteria. J.W.M.

Competence Teams

I already know too many teachers who say: "I teach to those in the top group, who can understand" to let this competence team business go without a protest. Mass public education supported by public tax monies is predicated on the supposition that all children are educable. It is Jeffersonian in concept and Christian in its ideals; to deny it and place one's faith in "competence teams," top groups, or any such merchandising nonsense is a public con-



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fession of loss of faith in the ability of America to practice democracy and bring up her young in its ways.

Good public relations can never come from "competence teams." It can only come when classroom teachers believe in and practice the great democratic ideals to which they give such pretty lip service, are paid well, and are unafraid to go down the line for what they know as fact and what they believe as truth.

James L. Summers
Atascadero

NEA Platform Revision

To the careful observer it becomes increasingly evident that the resolutions of the NEA are far-reaching in importance and significance. The amount of space devoted to these resolutions in both the public press and professional organization literature gives weight to this observation. For further evidence one need only attend the session of the delegate assembly at which the report of the resolutions committee is presented for action by the convention. Much time is given to this session, for the delegates realize that the resolutions in the final form as approved by them, stand as the voice of the National Education Association on all questions that are educational in nature and national in scope.

The resolutions committee, which includes one representative from each state and territory, has several meetings during the convention. At these meetings the resolutions, as prepared by the editing committee, are discussed and finally approved for proposal before the delegate assembly, where action as to their final form is taken. The most interesting meeting of the entire committee is the one at which an open hearing on all the resolutions to be proposed is held. Here all the prospective resolutions are read and all persons in attendance are privileged to raise questions or make suggestions.

To overcome a tendency of repeating each year in the resolutions the educational philosophy of the association, a committee was appointed in 1931 to draw up a permanent platform. This platform was adopted at the 1932 convention. Each resolutions committee since that time has restudied the platform with a view to making any changes necessary in the light of new needs and purposes. Resolutions each year deal with current pressing issues. General policy calls for the addition to the platform of any resolutions adopted

at three successive conventions. It was agreed at the New York convention that the editing committee revise the platform during the year 1954-55 and present such revision at the 1955 convention.

On the "News and Trends" page of the September 1954 NEA Journal one may read the gist of the resolutions passed at the convention in New York last July. These resolutions, together with the platform of the National Education Association, are printed in the new NEA Handbook. Requests may be

made to the NEA Headquarters in Washington, D. C., for copies of the platform and resolutions. All educators are urged to study these statements, and to send criticisms and suggestions to their state's representative on the resolutions committee.

BEN W. KELLNER

Mr. Kellner, mathematics teacher at East Bakersfield high school, has been a member of the NEA Resolutions Committee since 1951 and served on the editing committee at the 1954 convention. His mailing address is 2305 Pacific Street, Bakersfield.

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LANGUAGE ARTS & LITERATURE — Stories From Shakespeare and American Poets (high school), **Constructing Reports** (middle grades), and **Pet Stories** (primary): each a series of 6 in color. **Christmas Through the Ages:** a single filmstrip in beautiful color telling the story of the origins of our Christmas tradition. **SCIENCE — Science at Work:** dynamically covers 6 basic science areas for middle grades — in color.

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OUR PEDAGUESE IS SHOWING

Today, the average mortal, making the rounds of professional offices, is apt to end up in a state of bewilderment and chronic irritation. Why? Professional jargon!

Johnny's mother stops at the dentist's office. "They're washing!" remarks the dentist, glancing at her teeth. "Washing?" queries Mrs. Smith. "Yes . . . decaying." "Oh . . ."

She goes next to her attorney to see about a law suit. "I'll take it on a contingent fee," he says. "The case is on all fours with Rancor vs. Canard," indicating, cryptically, that her position is favorable.

She next visits the doctor, who after examination, declares gravely, "You have a subluxation of the lateral columbine." "What?" He's experienced and explains cheerfully: "A backache."

The poor woman then proceeds to Johnny's school for a conference with his teacher. "He is adjusting well to the group," remarks the teacher. "And he's achieving up to expectancy in the skill subjects, but I'm afraid his growth in the content subjects is blocked by his reluctance to get on with his developmental tasks." Well, when Mrs. Smith recovered . . .

Gross exaggeration? Perhaps. But I'm sure our gobbledegook must leave many parents not only exasperated but also with wrong impressions of education. Some parents think we don't teach the three R's because we seldom mention the three R's. We prefer to call them tool subjects or skill subjects. Some parents think we don't teach sounds or phonics because we usually say word analysis.

Some parents seem to think that there is no drill, discipline, competition, or grade standards in the modern classroom. Is this because we never use these words? If we would convince people of our professional status, we should do a job of professional teaching rather than "professional" talking.

Don't misunderstand us, though. There is a definite need in the teaching

profession, as in any other profession or trade, for technical language to convey precise meanings. Technical terminology is all right in educational circles if it makes for precision of language and thought. For example, "experiences" mean something very different from "activities" and when used with this fine distinction in mind, is quite proper. But how many of us use these words carelessly?

Technical terms are tools of precision; they should not short-circuit thinking. For a change, to show that we are thinking of the meaning behind words. Let's not always talk about "growth and development." Let's sometimes call it "development and growth," sometimes "growth," sometimes "development," and sometimes just plain "progress." Or better yet, let's be specific about eye-development, or reading readiness, for example. Let's add variety to our language by sometimes calling "in-service education" "on-the-job training." All programs don't have to be "on-going," and "aims" doesn't have to be accompanied by "and objectives," and a "need" doesn't always have to be "felt."

If we make up our minds now to speak about education in plain language, we will not have to continue the man-sized job of explaining so much to parents. Consequently, we will be able to devote more of our energies to our main job—that of teaching children how to be effective citizens of the United States.

The short "oddy" above appeared in the April edition of *Pasadena Education Association News* under the by-line of Joyce H. Sharp. PEA Executive Secretary "Jim" Hanson confessed, when pressed, that the collaboration was produced by Andy Joyce, principal of Noyes School, Pasadena, the H standing for Hanson, and the Sharp a figment of imagination. We are permitted to reveal this Journal-istic scoop, assuming that if they can face it in Pasadena, we can here, too. And that's plain language. J.W.M.



"This new book-of-the-years has the most of the most . . .

... most pages, most logic, most pictures, most readability, and most utility," says *Educational Screen Magazine*. For years the standard work in its field, Edgar Dale's *Audio-Visual Methods in Teaching* has now been issued in a completely new and enlarged edition, representing not just a revision of the original book, but "a thoroughgoing rethinking of the entire audio-visual field."

Among the distinctive features of the Revision are its 49 full-color plates, 41 of them part of a pioneering new chapter on "Color as an Aid in Teaching"; four other new chapters; 400 drawings and photographs; and extensive lists of sources of supply. (\$6.25)

MAKING and USING CLASSROOM SCIENCE MATERIALS in the Elementary School

The thorough descriptions and easy-to-follow illustrations in this new book, by Glenn Blough and Marjorie H. Campbell, enable even the teacher with little or no training in science to construct equipment and apparatus and to perform effective experiments and demonstrations. (\$2.75)

MEASUREMENT and EVALUATION for the Elementary-School Teacher

Because they regard the classroom teacher as the most important person in the evaluative process, the authors of this new book—T. L. Torgerson and Georgia S. Adams—treat measurement and evaluation as *integral parts of classroom teaching*—not as a set of techniques to be applied to critical situations by specialists. A wide variety of techniques is presented—informal as well as formal, preventive as well as corrective. (\$4.90)

DISPLAY for LEARNING

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Critics and their criticisms viewed objectively in new book every teacher should read . . .

An appraisal of
noteworthy new books by

George E. Arnstein

PUBLIC EDUCATION UNDER CRITICISM. Edited by C. Winfield Scott and Clyde M. Hill. New York: Prentice-Hall; 414 pp.; \$6.35.

THE DIMINISHED MIND. By Mortimer Smith. Chicago: Henry Regnery Co.; 150 pp.; \$2.75.

Do you recall a book by Mortimer Smith called "And Madly Teach"? And last Fall there was "Quackery in the Public Schools" by Albert Lynd. These and other critics have now been included in an anthology edited by two Yale professors as "Public Education Under Criticism." About a hundred of these articles—and answers—have been gathered into one volume which covers almost every conceivable criticism of public education. Whenever possible, the two editors have included a rebuttal for each critical article; for example, Lynd's contribution is followed by an answer from Gilbert E. Case which also appeared originally in the "Atlantic."

One of the basic arguments, of course, deals with the role of the teacher. Some of the critics feel that above all he ought to know his subject in order to impart his knowledge to his pupils. They care little about those skills enumerated by Lucien Kinney in a recent CTA publication, "Measure of a Good Teacher": counselor, guide, member of the school community, member of the profession, and liaison officer to interpret the culture to the student and the school to the community.

Mortimer Smith represents this view; he

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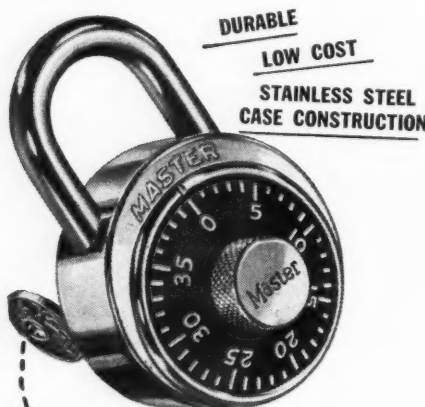
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concentrates on subject matter and disregards all other aspects of teaching.

"The Diminished Mind" is Smith's "study of planned mediocrity in our public schools." He singles out for attack two villains: Carl Douglas of the University of Colorado, who is a leading figure in the life adjustment program, and Theodore Brameld of N.Y.U., who is a spokesman for reconstructionism.

Smith is concerned with "real" education, with the "inculcating (of) major learnings," and with the dangers of conformity. He feels that educators like Dr. Douglass are bent on "emasculating the content of subject matter . . . ; their efforts all seem bent on doing away with (academic) subjects or 'integrating' and watering them down to the point where all substance and value is squeezed out. I don't know," he writes, "how this major problem is going to be solved but certainly the teaching profession as a whole ought to be addressing themselves to its solution. If we expect the boy with an I.Q. of 90 to become a citizen and make the judgments required of a citizen we ought to be busy devising ways of making him understand the ideas which have shaped his country and world and we ought to be teaching him how to 'communicate' intelligibly."

Like many other critics, Mr. Smith has learned to forestall criticism by announcing in his book that he fully expects to be called an enemy of the schools. This precaution should be unnecessary because men like Smith and Lynd have given no evidence of insincerity; they merely have an approach to education which is more old-fashioned, more academic than is deemed wise or feasible for the great majority of American youth. As a result, they write about American education to indicate that there are life adjusters, reconstructers, "new" educationists, superprofessionals, and unscholarly meeters of unspecified needs in every nook and cranny. We're surrounded by oceans of piffle, according to Lynd, and there is more to come unless we stem the tide.

Obviously there are serious problems in today's schools and just about all of them are considered by Scott and Hill under such headings as Teacher Education, Fundamentals, or Social Studies. There are reprints of forthright articles which explain "Why Teachers Quit School," or "What's Wrong with U.S. History." There are summaries of reading achievement studies, comparisons between students in recent years and those of an earlier generation. In answering their own question, "How Well Do Pupils Read?" William S. Gray and William J. Iverson are very cautious but indicate that silent reading has improved slightly and that today's students read just a bit faster and show slightly better comprehension than their parents did before them. But these two writers also make it clear that "these findings do not

justify an attitude of complacency." They quote Willard B. Spaulding:

"We solace ourselves too readily with data showing that the schools are as good as they ever were. These same data show that they are but little better than they were twenty-five years ago. What other area of activity in this country is satisfied with as little improvement?"

Mortimer Smith also is interested in improvement of the public schools, but he gives no evidence of acknowledging any improvement at all in recent years. On the contrary, he feels that the schools are declining, that the standards of teaching are a crying shame, that the life adjusters have taken over and that the core curriculum is a "blight."

Where Drs. Scott and Hill have been successful in presenting a well-rounded, balanced picture of the public schools, Mr. Smith sets out to "present evidence in support of the thesis that learning . . . is rapidly declining in our public schools . . . by deliberate, and almost invariably well-intentioned, design of those responsible . . ."

The alleged decline of the public schools and the bad behavior of the younger generation are not new charges. As a consolation there is this criticism:

"The children now love luxury; they show disrespect for their elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers."

Smith? Lynd? Bestor? Hutchins? No, the author of this testimonial enjoys an enviable reputation and is far better known. He needs no identification beyond his name—Socrates.

In summary, it should be recalled that it is necessary to know an argument before it can be refuted. Both of these books present many arguments which explore weaknesses in education, but Scott and Hill have the additional advantage of presenting a variety of views, some of them contradictory of each other, along with defenses and advice on how to handle criticism intelligently.

—George Arnstein.

PARENT COOPERATIVE NURSERY SCHOOLS. By Katharine Whiteside Taylor. New York: Bureau of Publications, Teachers College, Columbia; 275 pp.; \$2.85.

Some 285 cooperative nursery schools were operating in the United States in 1950, but there has been an appreciable increase since then, reports Dr. Taylor in her comprehensive guide. The cooperative school movement may be said to be reaching maturity, because it began just 25 years

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ago and is growing at an increasing rate, especially in California.

In fact, this state has been in the lead to such an extent that a disproportionate number of examples in Dr. Taylor's book are drawn from such places as Berkeley, San Francisco, Long Beach and Los Angeles.

Because parents share the work load in this type of school, they need to be exceptionally well informed about the emotional development of children. This information, as well as a summary of experiences drawn from existing schools, is included in "Parent Cooperative Nursery Schools" to make it a very useful book for members of existing schools or for groups which are thinking of setting up a nursery.

BOOK SALES IMPROVE

Sales of textbooks in the United States increased 8.5 per cent during 1953, reports the American Textbook Publishers Institute. More than 70 publishers shared \$166,900,000 in sales, a figure which remains at less than one per cent of the total educational budget.

Average sale per pupil in elementary and high school for 1953 was estimated at \$3.49, and at \$12.56 for each college student, but these figures make no allowance for repeat sales of used books.

"Publishers' Weekly" states that prices of school books increased less than one per cent from 1952 to 1953.

SCORE CLIMBS WITH STUDY

Some interesting figures are disclosed by the report of the Commission on Human Resources and Advanced Training, prepared by Dael Wolfe (published by Harper's under the title "America's Resources of Specialized Talent"; \$4). Included are the following AGCT scores which, according to Wolfe, are almost identical with I.Q.:

"The average of the total population is 100.

"The average of those who enter high school is 105.

"The average of those who graduate from high school is 110.

"The average of those who enter college is 115.

"The average of those who graduate from college is 121."

The report includes a wealth of information, including tables of student drop-outs, probable success in college based on school marks and intelligence, and estimates of supply and demand in specialized fields. For example: "... there will continue for some years into the future to be a serious shortage of qualified teachers. . . ."

CORRECTION: Measurement and Evaluation by Theodore L. Torgerson and Georgia Sachs Adams (page 35, September CTA Journal) should have been priced at \$4.90.

NEW

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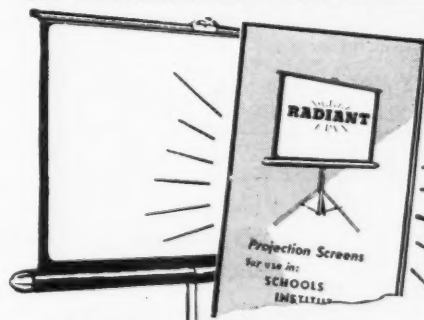
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A department on teaching films

conducted by H. Barret Patton*

500,000 TO 1. Film: 21 min., Color; Natural Science; Jr. High, Sr. High, College, Adult; Richfield Oil Co., 555 So. Flower St., Los Angeles 17. Free.

If the earth were to go through another ice age and be covered with snow to the equator, chances are 500,000 to 1 that the last survivor would not be man, but an insect. If it were not for the balance of nature resulting in their destruction, any species would soon cover the earth. But civilization has upset this balance and causes man to use an organized knowledge of science to combat insects. It is done through use of chemical warfare, quarantines, using other insects, etc. The film is an excellent presentation of the various problems involved in dealing with insects, both harmful and helpful.

CEMENT. Film: 20 min., Color; Sr. High, College, Adult; Photo and Sound, 116 Natoma St., San Francisco. Free.

Locating the right rocks, getting them out by blasting, taking them to the processing plants, putting them through the various steps of processing, getting finished cement ready for delivery, and the various uses give one a comprehensive introduction to the making of cement. The location of

*Further information on the subjects discussed in this monthly department may be addressed direct to Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 28. All addresses given are for California distributors. When ordering or requesting further information, please mention CTA Journal.

the plant in the Mother Lode region of California makes it of particular interest to Californians.

CHRISTMAS THROUGH THE AGES. Film: 13 min.; Elem., Jr. High, Sr. High, College, Adult; Encyclopaedia Britannica Films, Inc., 5625 Hollywood Blvd., Hollywood. Price: \$125.

The growth of the Christmas holiday is shown from its very beginning 2000 years ago. Down through the ages there have been many changes in the symbolism of the season such as the Christmas Tree, the Yule Log, and St. Nicholas. This historical development in film will give Christmas a new and deeper meaning.

SILENT NIGHT: STORY OF THE CHRISTMAS CAROL. Film: 14 min., B&W; Pr., Elem., Jr. High, Sr. High, College, Adult; Craig Movie Supply Co., 149 New Montgomery St., San Francisco. Price: \$68.75.

The dramatic factors that contributed to the writing of the famous Christmas Carol, "Silent Night" are shown. It is filmed in Austria with a village priest which gives an authenticity to this popular carol.

CHRISTMAS AT SANTA BARBARA. 33-1/3 LP Record, R.C.A. Victor No. LP. M. 3198. Price: \$3.

Favorite carols of the California Padres are put together on one record, recorded at Santa Barbara Mission. Theology students composed the choir making the record.

CALIFORNIA. Film: 10 min., Color; Elem.; Hal Moulin Assoc., 4420 Melrose Ave., Los Angeles 29. Price: \$110.

This film shows the background from American history through which California became a state. Some of the scenic spots in the state and the significance of the emblems on the state seal are shown.

SIX FACES OF PHAROAH. Film: 14 min., Color; Ancient History; Jr. High, Sr. High, College, Adult; Simmel-Meservey, 321 S. Beverly Dr., Beverly Hills. Price: \$135.

As publicity agents, the Pharaohs rank among the greatest the world has known. They have left their history on pyramids, obelisks and sphinxes. The wealth brought to the land by the Nile River made this possible. Interesting shots, beautiful photography, and colorful narration make this film outstanding.

CHALKBOARD UTILIZATION. Film: 15 min., B&W; Teacher Training; College, Adult; Audio-Visual Supply Co., 245 Broadway, Laguna Beach. Price \$80.

The chalkboard can be used to enrich the day by day teaching in the classroom. Five

methods of doing this are shown: Comic drawings, template method, grid method, pattern method, and the hidden chalkboard. **CIRCUS BOY.** Film: 50 min., B&W; Pri., Elem., Jr. High; United World Films, Inc., 6610 Melrose Ave., Los Angeles. Price \$175.

Michael, an English boy, lost a swimming match for his school when he became conscious of the audience watching him. He spent the summer after that with the circus, where his mother had been a performer. Here, as a clown, he overcame his fear of the audience. He also practiced tight-rope walking. When the circus came to his town, he had a chance to gain back his place on the swimming team and success in a meet.

FISH OUT OF WATER. Film: 11 min., Color; Natural Science; Elem., Jr. High, Sr. High, College, Adult; Moody Institute of Science, 11428 Santa Monica Blvd., West Los Angeles.

The grunion is the only fish that lays its eggs out of water. This small fish is shown laying its eggs on a southern California Beach. By use of microphotography the embryonic stages are shown. Charts explain the spawning period of the grunion in concordance to the tide.

RHYTHMIC EXERCISE. Film: 10 min., B&W; Physical Education; Bailey Films, Inc., 6509 De Longpre Ave., Hollywood. Price: \$50.

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2. **Posture Posters** set of 7—designed for use in the classroom to assist teachers in maintaining healthful posture. (American Seating Company.)

49. **Train and Engine Books for Children**—a new and revised edition of a bib-

liography dealing exclusively with books for children below fourth grade. (Association of American Railroads.)

50. **The Art of Temple-Craft.** Instructions for using this method which is a combination of crayola, wax crayon and Artisia Tempera or water color. It provides a brilliant design on a contrasting ground. (Binney & Smith.)

27. **Teachers Manual** for the 27th Annual Standard School Broadcast Course, "The Science and Drama of Music." The Manual is intended as a guide to educators wishing to develop original projects correlated with regular classroom listening. A single copy is available to teachers in the seven Western states and the territories of Hawaii and Alaska on request. (Standard Oil Company of California.)

51. New 1954-55 Encyclopaedia Britannica Films' 16 page **Silver Jubilee Filmstrip catalog**, describing 54 filmstrip series, including over 350 separate filmstrip stories and covering virtually every basic curriculum area.

53. **Teachers' Activity Units** for True Book Series available upon request. Of especial interest to teachers of grades 1 through 3. (Children's Press.)

57. Leaflet on improving reading rate and comprehension through the use of the Rateometer in the classroom, the clinic or in home study. (Audio Visual Research.)

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ABOVE all other considerations, the teacher desires acceptance professionally. Society has always held the teacher in respect, but in degree only slightly above the merchant and the hair-dresser. When that prestige lifts to the level of the physician or surgeon, there will no longer be any doubt about the professional acceptance of the educator.

Professional status depends, to a large extent, on legal recognition. Through the unity of the organized program, we may find a measure of legality in at least four areas:

CREDENTIALING . . . Authority for granting of teaching credentials now rests in the State Department of Education. California Teachers Association is not formally represented on the Commission of Credentials, although a request for representation now pends before the Superintendent of Public Instruction.

Doctors have attained their preeminent position because the medical association, from its own ranks, may and does direct the terms on which a candidate may enter the medical profession. Minimum standards, based on ever-broadening scientific knowledge, are set by the doctors themselves. The framed certificate you see on the wall of the doctor's office may be a diploma of graduation from a medical school and it may imply the state's legal authority to practice, but it is actually an acknowledgement by his peers that he measures up.

ACCREDITATION . . . Educators serve on visiting panels which periodically check the facilities, personnel, course requirements, and general educational standards of schools of education. They may recommend the granting by the state of the right to teach. Accreditation, however, is not a final legal act stemming from the authority of the organized teaching profession.

Again we refer to doctors. Their legal status is such that legislatures are literally forced to grant heavy subsidies to state-operated schools of medicine in order to provide the prescribed academic preparation for a license to practice.

When the teaching profession reaches the status of Medicine in defining and patrolling the internship of its trainees, it will have taken a long step toward stabilizing itself.

DISCIPLINE . . . Our CTA Ethics Commissions at state and section levels have done excellent work in correcting weaknesses, establishing ethical standards, and disciplining members. Not necessarily a defensive mechanism, unprejudiced commission studies have often led to reports which have seriously reprimanded defendants. Honest appraisals of personnel and procedures involved in local school "hassles" usually requires considerable moral integrity on the part of commission members.

If state law were so amended that it would permit duly authorized Ethics and Personnel bodies to conduct investigations and produce reports of a quasi-legal nature, their work would be immeasurably strengthened.

*Legal status of the profession will boost us to
stability and a genuine preeminence*

TENURE . . . An irritant in the public eye has long been a tenure law which assertedly imposes hardship on governing boards in the process of discharging incompetent teachers. Actually, the law permits lawful procedures in all removal cases, granting equal rights to employee and employing authority. It may reasonably be stated that only an infinitely small number of incompetent teachers retain positions because of the protection of tenure—and those few present problems largely because governing boards are unwilling to accept specified procedures.

It is admittedly difficult for a court of law to establish definitions for teaching competency. If, in border-line cases, competence must be defined as a basis for dismissal, the determination should be made by the defendant's peers. At present a review board of teachers and administrators has no legal status parallel to the State Board of Education's hearing officer or the superior court. Experience has shown that no "whitewash" or protective leniency can be expected from a board of peers; the reverse is the greater probability.

Public education is well established by law; the California Education Code contains 1165 closely printed pages. Our discussion regarding legal status is not a concern with laws governing the schools but with legislation which will permit the teaching profession to EARN its rightful place of dignity and prestige. Each of the four areas briefly described above will bring us new responsibilities and no unearned privileges.

But California Teachers Association is not meekly waiting for status to arrive, full-grown. It will continue to champion the welfare of teachers, to seek better working conditions. But it has outgrown the concept of bargaining agent and legislative advocate.

In the short space of a few months perceptive leadership in CTA has expounded the philosophy and erected the framework for organizational growth through self-help. As outlined in the California exhibit at NEA convention this summer, we have advanced on three fronts:

SELF-DISCIPLINE . . . Through the work of the Ethics Commissions, we are making our code of professional ethics alive and meaningful.

SELF-DIRECTION . . . Through the work of our Commission on Teacher Education and Professional Standards, we are setting up the guideposts which show the way to professional competence.

SELF-DETERMINATION . . . The new Commission on Educational Policy, to include personnel of the highest calibre, will beat a path through the jungle of conflicts which has grown around the questions of what we teach and how we teach it.

Legal recognition along the lines suggested above is not an end in itself; it is the kit of essential tools which will make teaching a stabilized preeminent profession. That kit must be the product of our own labors.

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